

**THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT
ON TEACHERS' WORKLOAD IN THE GAUTENG PROVINCE**

By

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ABSTRACT

The study focused on the effects of Continuing Professional Teacher Development on teachers' workload in the Gauteng province. Apart from the literature review, the objectives of this study were: to determine the understanding of new approaches to Continuing Professional Development on the workload of teachers. To establish the administrative barriers that frustrate teachers' efforts in accepting responsibility for improving not only their practice, but also the shared practice of the profession. To draw recommendations for the successful implementation of Continuing Professional Teacher Development on teachers' workload in the Gauteng province.

The qualitative research methodology was adopted and engaged to investigate the effects of CPTD on teachers' workload in Gauteng schools. The importance or significance of the study was to find out ways and means of dealing with the new roles that form part of teachers' workload. The participants' perceptions on the topic were generally in agreement that the schools value the Professional Development initiatives of teachers. Additionally, their learners' scholastic achievements showed a great improvement as a result.

UNIVERSITY OF SOUTH AFRICA

KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS

KEY TERMS:

Continuing Professional Teacher Development; New approaches; Professional Development interventions; Social learning; Scholastic achievement; Developed and empowered; CPTD activities; Administrative barriers; Institutional barriers; Lifelong learners.

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ACRONYMS USED IN THIS STUDY

APP	Annual Performance Plan
APS	Average Performing Schools
ATP	Annual Teaching Plan
BBC	Born Before Computers
CAPS	Curriculum and Assessment Policy Statements
CPTD	Continuing Professional Teacher Development
DAS	Development Appraisal System
DBE	Department of Basic Education
DP	Deputy Principal
ELRC	Education Labour Relations Council
4IR	Fourth Industrial Revolution
GDE	Gauteng Department of Education
HEIs	Higher Education Institutions
HOD	Head of Department
ICT	Information Communication and Technology
IPET	Initial Professional Education of Teachers
IQMS	Intergraded Quality Management System
M&E	Monitoring and Evaluation
NSNP	National School Nutrition Programme
OBE	Outcomes-Based Education
P	Principal
PAM	Public Administrative Measures

PDP	Professional Development Points
PED	Provincial Education Departments
PS A	Primary School A
PS B	Primary School B
ROI	Return-On-Investment
SACE	South African Council for Educators
SASA	South African Schools Act
SASAMS	South African School Administration Management System
SDF	Skills Development Facilitator
SDT	School Development Team
SGB	School Governing Bodies
SMT	School Management Team
STD	Secondary Teachers Diploma
T	Teacher
TNTP	The New Teacher Project
Unisa	University of South Africa

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

When the new government came into power in South Africa, the education system had to be transformed because it reflected past inequities. Great strides have been made in researching the effect of Continuing Professional Teacher Development (CPTD) on teachers' workloads in schools. The day the new government took authority, the South African education system had to be transformed. In agreement with this view, Engelbrecht and Ankiewicz (2016) assert that CPTD is generally accepted as an indispensable tool for the Professional Development of Technology teachers.

The South African education system was marred by challenges. Those challenges included the low learner performance, poor school attendance by learners, a segmented education system and a poor work ethos among many teachers. Technology education was officially introduced in schools in England and Wales in the early nineties (Engelbrecht et al, 2016). Since 1994, the Department of Basic Education (DBE) had refocused the vision and direction of the South African education system through a series of policy initiatives. This degree of provision for teacher development took decades to achieve in Australia. Nonetheless, respectable specimens can be found across the world, from South Africa to Singapore as well as Australia (Varlejs, 2016). Deducing from this notion, the new South African Government wanted to correct all the educational challenges that were prevalent in during the Apartheid regime.

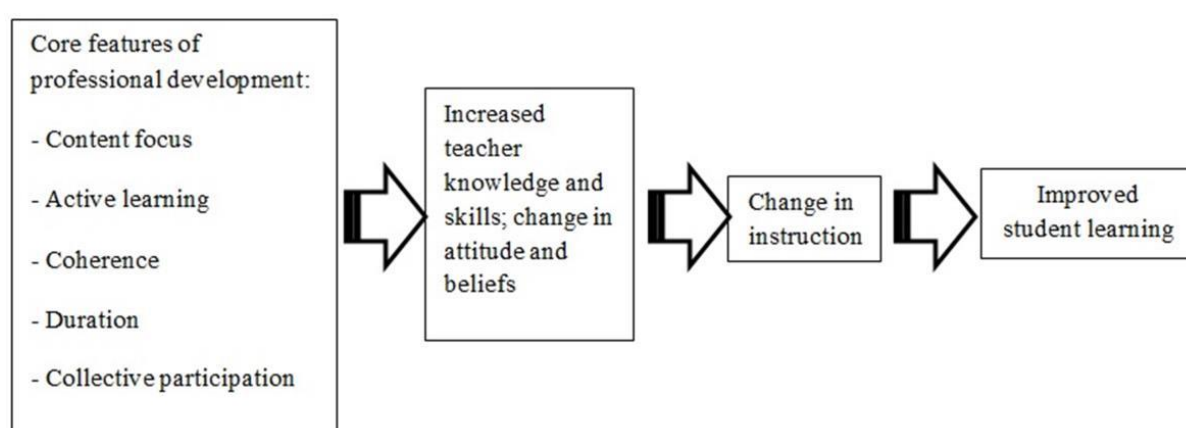
The South African Schools Act No.84 of 1996 (SASA) was introduced to ensure uniformity in the country's education system. In terms of SASA, considerable responsibility for the performance of schools is entrusted to the School Governing Bodies (SGBs). According to Gautam and Ramashia (2017), professional growth is an unrelenting and organised progression anticipated to support specific teachers with proficient growth and occupation that the in-service training of teachers equals

the corresponding needs of specific teachers and schools. The majority of South African teachers were ill-prepared with the essential skills for the application of these variations at the school level. According to Gautam and Ramashia (ibid) since 1994, the Department of Education has been struggling with the difficulties of converting the educational organisations to address the disproportions triggered by Apartheid. As alluded by Mestry (2017), the swiftness on which variations took place and are still taking place, composes with the augmented volume of administration work. This has positioned principals under massive pressure. Teachers also needed to be part of the process of knowledge construction so that they could be able to deliver the expected learning outcomes. According to Mestry (2017) for now, it is evident that leaders can make significant influences to schools in the attainment of educational goals and decontaminating learner enactment. They can only do so if they are adequately prepared for their leadership role. The Continuing Professional Teacher Development (CPTD) we are concerned with is the one that makes a transformational contribution to the pedagogical knowledge base and practice of individual teachers and the teaching profession.

As alluded to, earlier on, staff development enhances teachers for improved performance. Darling-Hammond, Hyler and Gardner (2017) argue that, while teachers are in the process of improving their teaching skills and practices, learners' standards of achievement are also elevated, and this has a positive impression on the schools' turnaround strategy. According to Gore, Lloyd, Smith, Bowe, Ellis and Lubans (2017), based on already conducted teachers' self-reports on research, the outcomes demonstrate that integrating active learning in Professional Development raises knowledge, skills, and changes the teachers' classroom practices. Several scholars such as Ngala and Odebero (2010) report a robust friendship between participation in staff expansion with teachers' efficiency. However, according to Newmann, King and Youngs (2000), staff enlargement has commonly failed to advance teaching, because it is usually employed in ways that disrupt critical circumstances for teacher learning.

According to Desimone, Smith and Ueno (2006) many reform creativities make teachers feel pressurised to remain knowledgeable while being classroom-based. In addition, they validate the urgent need for the Professional Development of teachers.

This calls for even skilled teachers to update their knowledge and skills uninterruptedly and to be active participants in lifelong learning. The South African education system requires quality teachers who are suitably trained and developed to meet the evolving challenges and the country's needs. As such, proficient development programmes should emphasise the cohesive development of learning areas, subject content knowledge and pedagogical skills. Teachers' competence in the Language of Teaching and Learning (LOLT); the changing social character of schools; and skills required for the teaching of diverse classrooms are all essential preconditions for optimum performance (South Africa, 2007).



Number one: A theory of exploit 'for teachers' PD modified from Desimone (2009: 185).

According to Desimone (2009), to assess how the above conceptual framework of PD operates in manipulating teacher and learner outcomes, numerous features need to be well thought out; the critical features of proficient development, teacher knowledge and beliefs, classroom practice, and learners' outcomes.

The policy framework focuses on two complementary subsystems, namely, initial professional education of teachers, and the Continuing Professional Development of teachers. This study's attention was on the Continuing Professional Teacher Development (CPTD). According to Duke (1999), the social learning theory of Wenger mentions that the learning organisation emphasises on the emerging potential of all staff members through self-development and staff development; it also looks at the concept of learning on the job in and through the work situation so that the organisation can develop the capacity for self-renewal and adaptation. The

main emphasis of the social learning theory is on learning as a form of vigorous and social participation (Wenger, 1999). This calls for teachers to be active participants in CPTD programmes. An assessment performed on numerous proficient development agendas proposes that “the content of in-service programmes does indeed make a difference”. According to Kedzior (2011), agendas that focus on subject matter knowledge and student learning of particular subject matter are likely to have more significant positive effects on student learning than are agendas that focus mainly on teaching behaviours.

According to Newmann et al. (2000), professional expansion is often commended as a tactic for school improvement. Mestry, Hendricks and Bisschoff (2009) contend that staff development and training is critical to the school improvement. Through teachers’ growth to being functioning, motivation should be intrinsic rather than extrinsic. Teachers must be internally motivated as lifelong learners. Steyn and Van Niekerk (2005) declare that the goal of training new skills and knowledge is to enable teachers to advance their performance. This became evident in the findings of a Phase 1 research conducted by Borko (2004). This research provided evidence that high excellence staff expansion programmes could assist teachers in deepening their knowledge in transforming their teaching strategies. According to Borko (ibid), Stage 1 research explored how teachers acquire knowledge through contributions in staff improvement societies that revealed records of classroom practice as powerful tools for facilitating teacher change. Moreover, Holloway (2006) conducted research in which fourth-grade teachers received intensive teaching to help them comprehend how to bring into life planning lessons and assessments conducted in classrooms to the new state content criteria for fourth grade Mathematics. What was surprising was that the fourth-grade Mathematics scored minimally, but steadily increased in the following year.

Muijs and Harries (2003) assert that the reason for concentrating on staff progress as a means to refine learner triumph is that high-quality Professional Development produces superior teaching in classrooms which, in turn, render into the higher echelons of learner achievement. In agreement with this notion, Mestry et al. (2009) maintain that floating the dominance of teacher performance through Professional Development programmes is essential and it is believed to improve the overall performance of the education system. Steyn and Van Niekerk (2005) contend that

ongoing staff development is essential if learners are to be given quality education. However, Borko (2004) asserts that notwithstanding the acknowledgement of its reputation, staff advancement that is at present available to teachers is miserably unsatisfactory. According to the findings in the research conducted through interviews and completion of evaluation forms to teachers and administrators by Smith, Babu and Sullivan (1997), there was a strong perception among teachers that in-service training supported the gains in learner achievement and school effectiveness. Moreover, in-service training for teachers was expected to influence behaviour, which in turn, was expected to raise learner performance on achievement tests (Smith et al., 1997). As expected, after teachers attend or participate in CPTD programmes, learners' performance improves. Teachers need regular opportunities for CPTD throughout their career, to be abreast with current development in their subjects. The vision of teacher development rests on the conviction of excellence education as teacher knowledge touches on the quality of learner wisdom.

1.2 RATIONALE FOR THE STUDY

The research was piloted to scrutinise the effects of CPTD on teachers' workloads in Gauteng schools. The importance or consequences of the study was to explore ways and means of dealing with the new added roles that form part of teachers' workload. I regard this to be a problem because, with newly added roles, teachers may be burdened with added responsibilities. This problem may be one that hinders some teachers not to participate in CPTD programmes. This calls for the need for professional development of teachers so that they could be equipped with the new strategies of dealing with added responsibilities. More so, teachers are allocated to teach the subjects they did not specialised to teach, hence the need to participate in CPTD programmes.

1.3 THE RESEARCH PROBLEM

As a former teacher, one had observed that teachers are unable to cope with their workload that seems to have increased because of being allocated the subjects their never specialised to teach and also the introduction of CPTD. Lack of proper implementation of continuing professional teacher development would become a thorny issue in South Africa. Investigating this issue would therefore contribute to the debate on the value of CPTD in our education system. The issue has been that

teachers who participate CPTD activities their learners' achievement show a great improvement. Most teachers often perceive CPTD as a top-down process normally run by the school management to increase their workload. One of the greatest challenges of continuing professional teacher development is to motivate teachers to become committed to their own development and learning and to participate as active members in a community of practice as advocated by Wenger's social learning theory. According to Aluede and Idogho (2014), teacher development is defined as the formation of proficient education and specialised training within a definite period of the preparation of personalities intending to develop and support young teachers into accountable and productive nationals. The researcher regards all these to be problems because with the newly added roles, teachers may be burdened with added responsibilities. These problems may hinder some teachers from participating in CPTD programmes.

1.3.1 The research question

What are the effects of Continuing Professional Teacher Development effect on the workload of teachers?

1.3.2 Sub-questions

- What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
- What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?
- What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?
- How can Continuing Professional Teacher Development on teachers' workloads in the Gauteng province be successfully effected?

1.3.3 Aim

The aim of this study was to determine the effects of Continuing Professional Teacher Development on the workload of teachers in the Gauteng province.

1.3.4 Objectives

- To determine the understanding of new approaches to CPTD on the workload of teachers.
- To establish the administrative barriers that frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession.
- To determine institutional barriers that frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession.
- To determine recommendations for the successful implementation of Continuing Professional Teacher Development in the Gauteng province (in spite of teachers' workload).

1.4. LITERATURE PREVIEW

The reviewed literature targeted to present to the reader an all-embracing scope of reference on the research topic. The following sources were previewed and are utilised for the literature review:

In Swanepoel (2009), a link between the understandings of teachers in South Africa and six other countries on the association in CPTD is evidently completed. Within this source, the author states that if teachers view themselves as just recipients who have to implement changes decided upon elsewhere, the actualisation of school changes will be in danger.

In Harber et al. (2000), the challenges faced by teachers, learners and parents are clearly stated. If they can thoroughly be analysed by all policy makers, they can be able to take up-to-date pronouncements about Continuing Professional Teacher Development programmes.

Local teachers find themselves overwhelmed by their workload as they are expected to fulfil many classroom and administrative functions, with very little support (Lumadi, 2008). The reimbursements of teacher proficient development undertakings ought to lead to learner achievement upgrading, particularly in worse and underprivileged communities.

According to Kamper (2008), the majority of teachers are mostly new in the profession. Teachers who do not possess the requisite qualifications, show little self-confidence, low work encouragement and low learner expectations. They need to be assigned to mentors who will help them gain their confidence as new teachers. A high incidence of exhaustion has been observed in school principals and teachers at large in South African schools (Pienaar et al., 2006). Educational transformation brought about demotivation in teachers, hence the synopsis of CPTD programmes in the sector.

According to Schulze et al. (2007), irrelevant teacher training, because these fail to afford teachers with the prerequisite skills to meet the demands of teaching, affects the advancement of stress. According to Mosela (2006), the improvement of teachers' skills and methodologies must correlate with learners' standards of achievement. Learners' achievements must mirror the type of teachers who teach different subjects at schools.

According to Newmann, King and Youngs (2000), the incorrect implementation of staff development affects teachers badly. They start to devalue Continuing Professional Teacher Development programmes. Staff improvement fails drastically to advance teaching, as it is frequently employed in techniques that encroach upon compelling circumstances for teacher progression. Desmone et al. (2006), concur with the notion that teachers with a high workload find it challenging to participate in long-life learning. Many reform initiatives make teachers feel pressurised to remain proficient in their classrooms. Additionally, they justify the urgent need for the Professional Development of Teachers.

1.5 RESEARCH METHODOLOGY

Methodology is regarded as a procedure mostly utilised to collect information in order to take well-versed choices. According to Cohen and Marion (2003), enquiry procedures and strategies are an assortment of tactics used in educational research to gather information so that it is used as a basis that indicates how the research is set up. They also indicate what happens to the research participants and what methods of data collection were used. A research design is a plan for inference, interpretation, explanation and prediction. Exploration methodology is a distinct construction of the exploration used to obtain proof in order to respond to the

research question. Included are the how, when, from whom and under which circumstances information would be gathered.

The researcher conducted interviews at two primary schools and two secondary schools. Consequently, one-on-one interviews were conducted with four principals one per school. In addition, two focus group interviews were conducted in each school; four School Management Team members from each school, four School Development Team members and four teachers from each school. The interviewing sessions did not interfere with the participants' regular teaching periods as interviews were held after school hours. A sound free setting was utilised during the process of conducting interviews with minimised unnecessary movements to circumvent disturbances. All these were decided and agreed upon among all stakeholders; the researcher and participants. This strategy indicates that a qualitative research design was the most appropriate methodology to use to collect data on the extent of the CPTD effects on teachers' workload.

This study undertook a qualitative case study because a particular event was studied in-depth for a defined duration of time and because it was principally concerned with the interaction of factors and events (Mashele, 2009). The study sought meaning as is practice with quantitative research and contributed to philosophy development, meaning it was not attained by observing individual features of many occurrences of a spectacle but rather having looked at all features of the same phenomenon. This was to unearth their inter-relationships and establish how they came together to form a whole. According to McMillan et al. (2001), a research project pronounces procedures to conduct the study. These include the when, for whom and under which circumstances information is gathered. Researchers regarded it as the researcher's plan or blueprint according to which the different perceptions and views of the research participants, through interviewing were accumulated. According to McMillan et al. (ibid) a research proposal is viewed as a disposition for choosing subjects, research sites and data assemblage strategy and techniques to answer the research questions.

1.5.1 Research approach

My study was an investigative and qualitative case study because the researcher addressed the research problem. This type of approach was relevant because not so much is ever in the minds of scholars concerning the problem. Additionally, a comprehensive discussion of the central phenomenon, to gather an in-depth understanding of human behaviour, was essential. The qualitative method scrutinises the why and how of decision-making not just the what, where and when questions were posed. According to McMillan et al. (2001), utilising this kind of approach enables one to present data as descriptions mainly with words. By using this approach, the researcher posed broad universal questions so as to learn from the participants (Creswell, 2007). The researcher spent most of the time working with typescripts in place of statistics as required by a qualitative case study.

The qualitative method was appropriate for the study as data were collected through interviews from participants in different schools and under varied contexts. According to Nieuwenhuis (2007), qualitative research acknowledges the cooperative association between the researcher and the participants' environment in their construction of experiences. In this qualitative case study, the researcher utilised purposeful sampling for an opportunity to intentionally select individuals and sites to learn of or understand the central phenomenon.

According to Creswell (2007), a case study is a study of an issue explored through one or more cases within a bounded system. The phenomenon investigated within a real-life context is a study of a single instance in action. It involves systematically gathering enough information about a particular person, social setting, event or group to permit the researcher to understand how it operates or functions effectively. According to Creswell (2007), a wide audience including non-academics as they are frequently written in everyday, non-professional language, more easily understands the results.

According to Cohen (2007), the following are the characteristics of a case study that made it a suitable method for this research. A case study is concerned with detailed and vivid descriptions of events relevant to the case. It focuses on individual actors and seeks to understand their perceptions. The case study provided a systematical

narrative of events relevant to the case. According to Creswell (2007), a case study is defined as a study of an issue explored through one or more cases within a bounded system. This exploration was a case study since it explored one specific occurrence, being issues that interrupt Continuing Professional Teacher Development on teachers' workloads in the Gauteng Province.

1.5.2 Population and sampling

The sampled purposive population consisted of both primary schools and secondary schools.

From the four schools, two primary schools and two secondary schools were selected. Consequently, one-on-one interviews were conducted with four principals one from each school. In addition, focus group interviews in each school were conducted. This was with four School Management Team members, four School Development Team members and four teachers, one per school. The choice of sampling the above participants was informed by that they possessed more knowledge about their contextual challenges.

Fieldwork notes were taken as a form of gathering information in this study. The responses were in the form of words, which the researcher obtained by interviewing the study's participants. According to Nieuwenhuis (2007), an interview is a two-way conversation where the interviewer asks the participants questions for data collection purposes. This is done to also learn about the ideas, beliefs, views, opinions and behaviours of the participants. The benefit of conducting face-to-face interviews is that it enabled the researcher to gain the participants' cooperation by establishing a relationship with them.

By choosing these data collection methods, the rationale was to provide support for the researcher to understand the problem and the research question. The researcher conducted distinct face-to-face interviews with participants to collect more data that helped to answer research questions. The interviews focused solely on the research question and sub-questions to elicit views and opinions from participants. The researcher also posed interview questions by probing where clarity lacked. Additionally, the researcher took interview notes, audiotaped the interviews and transcribed the interviews for comprehensive information collection.

1.6 DATA ANALYSIS

According to Creswell (2009), information gathering and information break-down must be concurrent processes. This is when the researcher starts breaking down information with the first interview. According to Cohen (2007), information examination involves the reduction and interpretation of information, which calls for the researcher to decrease the body of information acquired from participants by coding it into categories. Data generated by participants had to be structured into untroublesome formats before analysing it. In structuring the data, the researcher considered what Creswell (2009) pronounces on the arrangement of qualitative information for examination purposes. The researcher then analysed each participant's response.

Gathering evidence was only the commencement of the research process. Once collected, data had to be organised and thought about. Qualitative exploration encouraged more connotations. Data is a word that describes valid information that can help researchers answer their research question(s). Information came from interview tapes and transcripts. The researcher collected data through tape-recording the one-on-one and focus group interviews. This was done in one of the school's offices that are not frequently used by teachers and learners, more especially after school hours, for about 30-45 minutes per session. This was done to minimise disturbances during interviews. Information was organised categorically and chronologically during the information break down session. It was reviewed repeatedly and continually and then coded. Audio taped interviews and participants' diary were transcribed verbatim. To integrate and perfect categories, the researcher utilised selective coding. Data were interpreted to identify its meaning and after that, a research report was written. Data analysis consisted of dividing them into groups of sentences called text segments, and determining the meaning of each group of sentences (Cresswell, 2007). The researcher began the detailed data analysis with a coding process, thus organising the materials into "chunks" before bringing meaning to those "chunks" (Goldring, 1993).

1.7 STRATEGIES TO SUPPORT TRUSTWORTHINESS OF RESEARCH

As this was a case study, it was required that there should be an ethic of confidentiality throughout the whole process. The research study was trustworthy.

This is when it is credible, applicable, dependable and confirmable (Lemmer, 2012). After conducting interviews, the researcher took the interview description back to the interviewees to check for accuracy. More time was devoted to an instance at hand in order to build confidence with participants. Much focus was on searching for prominent tentative features of the case. Other categories such as dependability, transferability, legitimacy and reliability are discussed in detail in the methodology chapter four of this study.

1.8 ETHICAL CONSIDERATIONS

After having considered the research model and identified the data collection strategies to answer the research question, the researcher then realised that interviews have an ethical element since they are concerned with interpersonal and yield information about the human condition. Principles are the study of good behaviour and of the grounds for making judgements about what is ethical conduct. The dignity, rights, safety and wellbeing of participants must be the primary consideration in any research study. Principled considerations of qualitative research are empirical and theoretical and infuse the qualitative research process. The most important thing for the researcher was to apply for consent to conduct the research, from the Gauteng Department of Basic Education. The researcher also applied for ethical clearance from both the University of South Africa (Unisa) College of Education Ethics Committee. The selected research participants were approached to participate in the interviews. The following set of ethical principles as identified and in accordance with the standard set by Cohen et al. (2003), were adhered to. These were made known to the participants before the commencement of the research exercise. Principled guidelines are standard and the bases upon which researchers evaluate their conduct. The researcher in this study was duty-bound to follow ethical guidelines that included voluntary participation, informed consent, confidentiality, anonymity and rights to privacy.

Their ethical right to withdraw at any stage or not to take part in the interviews was accepted. Participants were informed about the likelihood of the exploration to improve their situation. The guarantee of confidentiality, anonymity and non-traceability in research was provided. The circumvention of bias was well-thought-out. The degree of sensitivity and threats of the interrogations, which could have led

to over or under-reporting, was under scrutiny. Consequently, the researcher endeavoured to ensure that all data were treated with appropriate confidentiality and anonymity.

1.9 DEFINITION OF KEY CONCEPTS

Continuing Professional Teacher Development is defined as the undertakings assumed independently or communally by teachers throughout their occupations to heighten their expert knowledge, understanding, skills and leadership capacity. In clear-cut it is to increase their mastery of the curriculum and their teaching areas, skills in teaching and facilitating learning, understanding of children and young people and developmental needs and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession. CPTD is an initiative by the Department of Education to enhance the knowledge and skills of South African teachers.

According to Okeke and Mpahla (2016) Continuing Professional Teacher Development is the ongoing staff development of teachers by participating as lifelong learners with an aim of enhancing knowledge and skills. Collaborative societal learning is defined as societal learning based on the understanding that people are social beings who can learn better in the company of others. Effect means the influences of CPTD on teachers' execution of their duties. For the researcher to provide two different definitions of the same concepts was to show an inside into the concepts. According to Ayeni et al (2018) workload is defined as teachers' job description or official spelt out responsibilities depending on their area of specialisation. The researcher define workload as all responsibilities attached to the teaching post that should be executed by the teacher employed in that particular post.

1.10 PLANNING OF THE STUDY

This exercise on the effect of Continuing Professional Teacher Development in schools is organised as such:

Chapter 1-Introduction and Background

This chapter serves as an orientation to the study by including discussions together with the statement of the problem, the rationale for the study, the preliminary literature preview and a brief explanation of the research methodology engaged in assembling relevant information to answer the articulated research question. Ethical considerations and the clarification of key concepts have been presented in this chapter.

Chapter 2-Policy complementary subsystems and literature review

This chapter is about the relevant procedure framework that focused on two complementary subsystems, namely, Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD), which was this study's main focus. It included discussions on the types of CPTD qualifications that have an effect on teachers' workloads, salaries and growth.

Chapter 3-Theoretical Framework

The drive of the study, according to this chapter, was to explore what has been written about the effect of ongoing professional teacher improvement on teachers' workload and to generate a theoretical framework within which data can be understood. This chapter dealt with different and relevant theories relating to the effect of Continuing Professional Teacher Development in schools. The literature were grouped according to the research questions which formed the themes discussed in chapter five of the study.

Chapter 4- Exploration methodology

This chapter covers an explanation of the empirical research process in relation to the research paradigm and research approach selected. As well as the exploration sites and participants, information collection methods, information analysis techniques and accounting for the trustworthiness of the research findings by way of detailed ethical principles. These were adhered to during the study.

Chapter 5-Data analysis and discussion

This chapter contains the presentation of findings that provided the analyses and interpretation of data in terms of categories and themes, used sources and diverse literature review. This was to compare, validate and dispute findings.

Chapter 6-Research findings, analysis and conclusion

This chapter summarises the main findings of the study, compared to the literature reviewed. From this summary, conclusions were deducted which in turn led to endorsements and proposals for advanced studies based on the findings. The commendations were measured as the study's contribution to the pool of existing knowledge on the effect of Continuing Professional Teacher Development on teachers' workload in schools.

1.11 CONCLUSION

In conducting this research, the researcher has shared his experience as a teacher when it comes to teachers' participation in Continuing Professional Teacher Development. A number of teachers show reluctance when it comes to participating in CPTD activities. There is an excellent effect on CPTD after teachers' participation in lifelong learning. Teachers' display detailed changes in teachers' classroom approaches or clarity about a different attitude from a lunch-time supervisor to learners in the playground. The literature review was intended to provide an indication that if teachers are exposed to great CPTD opportunities, their learners' achievements will improve. Learners resolve to move from using closed questions to the use of higher-order questioning. Some obstacles prevented some teachers from being lifelong learners such as the lack of ample time, too much allocated responsibilities and CPTD activities that do not solve teachers' real classroom problems.

The insufficient learning milieus and a considerable number of learners in each learning space overwhelms teachers and distracts them from utilising new teaching approaches. Continuing Professional Teacher Development is an initiative of the Department of Basic Education to enhance the knowledge and skills of South African teachers. The success of the Continuing Professional Teacher Development will be determined by its effect on the quality of teaching in schools. The policy framework acknowledges school-driven activities as a type of Continuing Professional Teacher

Development. However, it does not clearly explain the critical role of schools as communities of practice in improving the quality of teaching among staff members. One of the most significant challenges of the Continuing Professional Teacher Development is to motivate teachers to become committed to their own development and learning and to participate as active members in a community of practice as advocated by Wenger's Social Learning Theory. The next chapter presents the relevant procedure framework that focuses on two complementary subsystems, namely, Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD), which is this study's primary focus.

CHAPTER 2

POLICY COMPLEMENTARY SUBSYSTEMS AND LITERATURE REVIEW

2.1 INTRODUCTION

A review of several Professional Development programmes suggests that the content of in-service programmes indeed makes a difference. According to Abramovich, Arcadii, Grinshpan and Milligan. 2019 programmes that focus on subject matter knowledge stand probably to have larger positive effects on student learning than programmes that focus mainly on teaching behaviours. Several policymakers and researchers such as the departmental officials are becoming more and more concerned regarding the role of proficient improvement in educational reform. According to Sze, Tan & Amiel (2019), effective and efficient Professional Development has been identified as a critical factor in improving professional practice and learner outcomes, as well as in developing school-based conditions for sustainability.

Teachers' instructional workload management seems to be a burning issue as teachers are allocated with more new roles to perform as part of their responsibilities. That is why some teachers who find themselves in such school environment find it difficult to fully participate as lifelong learners. According to Ayeni et al (2018) public and independent schools should employ an adequate number of qualified teachers to meet the workload implementation and improve learner academic performance. Basically the attainment of the set educational goals depends exclusively on operative and proficient management of teachers' instructional workloads in all schools. The concept of workload is about allocating subjects, periods and other administrative duties on curriculum planning, implementation and reviews to teachers depending to their area of specialisations, professional knowledge, skills and experiences which determine the quality of instructional tasks performance, (Ayeni et al, 2018). To maximise teachers' potential, school principals should allocate teachers roles and responsibilities according to their fields of specialisation so and encourage teachers to fully participate in CPTD activities to strengthen their subject knowledge and methodology. Ksenia (2012) in Ayeni et al (2018) described workload as tasks performed in the working environment

exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing or annoyance. The normal acceptable teacher learner ratio is 1:40 but in some schools this number pushed to 1:60 because of lack of qualified teachers and lack of infrastructure, even the locations in which public schools are situated contribute negatively to teachers' workload. According to Ayeni et al (2018) teachers' workload has a direct effect on learners' achievement.

CPTD should be understood to be an activity that might materialise through partaking in workshops, conferences, peer coaching, mentoring, action research, visits to other schools, and partnerships between schools, colleges and universities. The Professional Development of every teacher needs to be viewed as a lifelong task that calls for teachers to remain students of their subjects throughout their lives. The activities may take the form of formal and informal teacher learning and may be self-directed and self-planned or initiated by the school (Sze, et al, 2019). As it is happening in our local education system, as per the curriculum needs of the schools, schools initiate proficient development of their teachers in consultation of the concerned teachers. According to Sze, et al (2019), teachers should be supported on how they can learn from their practice, as well as on how to use self-reflection and self-directed enquiry to comprehend and expand what they have learned.

2.2 POLICY COMPLEMENTARY SUBSYSTEMS AND LITERATURE REVIEW

Professional development opportunities should remain positioned within the context of the teacher's practice for them to be relevant to the teaching needs of both teachers and learners. Practising teachers must focus on actual classroom phenomena and should be integrated into the teachers' daily tasks. The most exceptional instructors are seekers who are always experimenting and bringing their whole life to bear upon their activities in the classroom (Sze, et al, 2019). The utmost useful progress of action available to CPTD programmes might be to concentrate on helping teachers to advance the understanding of duties and responsibilities assigned to them to be suitable, accurate, deeper, and more fully distinguished than they had previously been. Well planned Professional Development programmes should support the proficient development of a novice teacher in the following three areas; by helping develop teaching competencies, promoting positive socialisation in

an organisation and the profession and as well as to facilitate the development of one's professional identity.

According to Englund C, Olofsson, A. D. & Price. L. (2018), teachers toil at different school contexts with learners with diverse needs and they bring dissimilar knowledge, skills, values and dispositions to their teaching tactics. They then create their learning environment in line with their personal histories and theories. Similar to their learners who with individual learning needs, they also have individual professional learning needs. Teachers need to recognise themselves as lifelong learners and take greater responsibility for reflecting on and identifying their learning needs in a supported environment. They want to take part in different forms of specialised developments across their career to enable them to progress in their learning in ways that are relevant to their own and their learners' needs. Teachers' multiplicity of individual Professional Development needs, requires overcoming the opinion that teacher education occurs in separate and distinct stages. Teachers' lifelong education cannot be reduced to support from only in-school teacher educators. According to Englund et al (2018), the complication of teachers' varied professional learning needs requires blended learning approaches that provide access to knowledge, skills and expertise in practice and research and a vibrant mix of teacher educators. This is the same as recognising that Professional Development occurs in a dynamic rather than the linear way through multiple and changing permutations of teacher educators.

Instead of viewing learning as an individual process, which can be separated from other activities, Gao, Chai and Liu (2017) suggest that learning should preferably be placed in context to the learning organisation and knowledge management. Therefore, more emphasis is placed on collaborative and cooperative learning. This study sought to investigate the effects of CPTD on teachers' workload in Gauteng schools. This type of learning by teachers must always uphold the spirit of active participation in the collaborative and cooperative learning context as per Gao, et al (2017) perspective. Johns & Sosibo (2019) state that there should be more collaboration and interaction between teachers who participate in CPTD activities so that quality learning takes place. The implementation of CPTD should not be rushed but support must be provided at school level and the CPTD system needs to identify

high-quality Professional Development programmes that would have a positive effect on teachers' classroom practice and learner performance.

2.2.1 Defining CPTD

Scholars such as Engelbrecht and Ankiewicz (2016) often use the terms Continuing Professional Teacher Development (CPTD) and In-service Education and Training (INSET) interchangeably. Justin (2020) state that both terms are used to cover a broad range of activities designed to contribute to the learning of teachers who have completed their initial training. Throughout this research, the acronym CPTD is used as it is currently the term used most often to refer to the development of teachers who completed their initial training and are professionally qualified. CPTD is defined as ongoing education and training for practicing teachers to support them in keeping abreast of the rapid and numerous changes taking place in the school milieu (Collins, 1991). The researcher defines CPTD as a necessary activity that respond to a continuously changing educational environment. South Africa requires quality teachers who have been adequately trained and developed to meet the evolving challenges and needs of the developing country. CPTD, as a policy framework, is a reform initiative aimed at changing the quality of teaching in South Africa (South Africa, 2007).

2.2.2 The purpose of CPTD

According to Mokgalane (2017), CPTD ensures that all Professional Development programmes contribute more effectively and directly to the improvement of teaching and learning. CPTD emphasises and reinforces the professional status of teaching. The researcher's experience, as a former teacher, taught him that some teachers enroll for CPTD programmes in order to strengthen their subject knowledge and methodologies. The drive of certified development is also to equip teachers to meet the encounters and anxieties of a democratic South Africa in the 21st century (Policy on National Education Act, 1996) like the challenges of teachers being overburdened with a massive workload. CPTD activities must put more emphasis on the incorporated progress of learning subject content knowledge, pedagogical skills and teachers' proficiency. A number of CPTD programmes emphasise on upgrading the qualifications of currently serving teachers, rather than advancing newly qualified teachers. CPTD aims to develop content knowledge, instructional methodology and

skills by expanding the assortment of accomplishments contributing to the Professional Development of Teachers. CPTD programmes are for re-skilling and strengthening knowledge and attitudes about a particular subject. According to The Revised National Education Policy Act (2014), CPTD chiefly serves two purposes, namely the empowerment of unqualified teachers by helping them to survive in a profession for which they are not yet qualified, and the further development of qualified teachers within a specific content area. CPTD serves to develop all educational staff at all levels of the educational service, for example, classroom teachers, senior administrators and school principals. This happens when coaches, senior administrators and school principals attend workshops, subjects' committee meetings, seminars, conferences and round table talks. All these CPTD activities enhance stakeholders' knowledge and practice so that they can perform as expected by employers.

2.3 PROFESSIONAL DEVELOPMENT AS A CRITICAL COMPONENT OF CONTINUING TEACHER QUALITY IN AUSTRALIA

2.3.1 How the development of teachers is conducted in Australia and how it benefits learners and teachers

Continuing Professional Teacher Development is so critical in improving and maintaining teacher quality, and the effect flows into the classroom situation. Some factors influence the success of CPTD activities such as; potential for workplace change, the various effects and understanding of adult learning principles, subject specificity and effective mentoring. According to Esau (2017), CPTD that is relevant to the fundamental role of school improvement and mentoring programmes including new teacher induction can enhance the benefits of sharing expertise between generations.

It has been long recognised in Australia that the most important thing a teacher can do is to be a lifelong learner. The Australian Government Department of Education, Science and Training, states that the government's key priority in schooling is to raise the quality, effectiveness and status of teachers and school leaders (Phillips, 2008). The Australian Government Quality Teaching Program was established in 2000 to provide proficient growth to teachers. After the review was conducted, then this programme was deemed a success and it was funded for a further four years until 2009. The need for quality Professional Development of Teachers is recognised

at the highest levels of modern Western society. According to Phillips (2008), enlightening teacher superiority can expand learning outcomes for learners in schools. Expert development is critical in upholding uninterrupted perfection in teacher quality. With rapid changes in the life of practicing teachers, such as the infusion of Technology in education, teachers must be computer literate. Phillips (ibid) corroborates that ACER refers to CPTD being a vital element of guidelines to heighten the quality of teaching and learning in Australian schools. The above statements correlate with the South African conditions as Mokgalane (2017) states that CPTD ensures that all Professional Development programmes contribute more effectively and directly to the improvement of teaching and learning. In its application, CPTD emphasises and reinforces the professional status of teaching in South Africa.

Over and above, Esau (2017) states that so many factors can inhibit or enhance the effectiveness of any adult learning programme. Differences in learning styles are some of the many factors that contribute to different beliefs about the efficacy of CPTD activities. Non-critical assistance with personal reflection is an essential area of personal development for teachers, specifically in conjunction with engagement in professional dialogue. According to Esau (2017), likeness can either be individual or concerted, with both kinds offering a different degree of benefits and a combination of collaborative replication and the use of narrative as a tool for practical skills development.

When Professional Development is relevant and systematic, CPTD activities seem to be critical towards educational reform and change. Through constant development of ideas on what constitutes best practice in teaching and learning and societal changes, change and reform are inevitable. The introduction of Information and Computer Technology in the South African classrooms is a typical example. About fifteen years ago, teachers did not use computers in classrooms. However, today ICT is used in lesson preparation, lesson delivery, research and communication. This was possible because of teachers who were willing to participate in CPTD activities that were in line with their training needs. According to Gomez-Blancarte et al. (2014), in order to augment teachers' involvement, teachers need to be engaged

in undertakings interrelated with their teaching practices in order to make choices that influence their teaching community.

This whole pattern shift demands a systematic approach to Professional Development that calls for teachers to be an essential part of any systematic change in schools. It must be emphasised that the separate variances that adult learners bring to the table must always be considered. Carless in Phillips (2008) maintains that failure to recognise teachers' past achievements, experiences and challenges is likely to alienate them from and reduce their commitment to any reform agenda. With too many teachers approaching retirement age and enrolments rising, induction and mentoring of new teachers is becoming a focal point for Professional Development in schools. According to Varlejs (2016), Professional Development in Australia is viewed as an essential means of developing a skilled and committed workforce and more effective organisation.

2.3.2 How the development of teachers is conducted in Netherlands and how it benefits learners and teachers

The American Library Association's (ALA) enduring education procedures call for a structure for systematic administration that is characterised by continuity with one qualified person responsible for the programme (Varlejs, 2016). To achieve quality, those who are responsible for institutions should not only voice their belief in the importance of ongoing Professional Development. They should ensure that policies and adequate resources are in place. In the Netherlands, the establishment provides access to a broad range of learning opportunities, both formal and informal. This process is followed by unsurpassed practices for continuing education design and delivery in a choice of formats that meet identified needs and attend to different learning styles. Learning opportunities, begin with basic orientation for new staff and proceed sequentially through advanced training.

The Education Professions Act 2006 (Wet Bio, n.d.) states that continuous professional learning and development as a compulsory part of the teacher profession. According to Firssova (2016) the national Education Professional Cooperation Board developed a general teacher competence framework that functioned as a backbone for curriculum development in pre-service teacher education and in-service teacher professional learning activities in the school from

2006 till July 2017. The introduction of the National Teacher Register forms an important provision of the Education Professions Act for embedding continuous professional development in the teaching profession (Firssova, 2016). Teachers could collect and keep record of professional experiences and learning activities in order to demonstrate the realised professional learning and competence growth. All practicing teachers are expected to engage in professional learning and use the Register for validation purposes (Firssova, 2016).

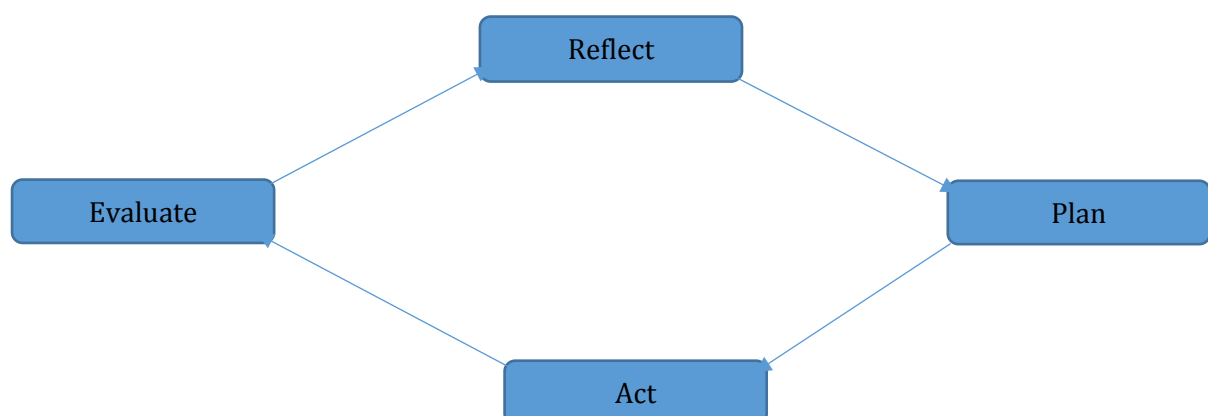
From the literature review, it emerged that in Netherlands the basic requirement for teacher education in all educational sectors is a professional bachelor's degree. It also emerged that the Dutch Ministry of Education provides Financial resources and pre-requisites for further professional learning and competence development of teachers up to professional and academic masters' and Ph.D. level. This is different from the South African education system because it can only provide bursaries for unqualified and under-qualified teachers to upgrade their qualifications. In Netherlands teacher professional development is part of the national agenda. It is however, the teachers themselves who retain responsibility for and who have the lead in making continuous professional development an integral part of the teacher profession in the ever changing and increasing demanding world of education (Firssova, 2016).

Researchers tend to think of needs analysis as the beginning of the Professional Development cycle, whereas the first step for newly appointed teachers is induction. A collection of policies and examples of orientation practices, published by the Association of Research Libraries, testify to the prominence that large libraries place on initial experiences (Ladenson, Mayers & Hyslop, 2011). Consulting company Ernst & Young prides itself on a customised group and one-on-one opportunities to socialise new staff into the organisation (Dill, 2014). If an employer is unable to provide a comprehensive orientation to new teachers, at the very least, a staff manual should be provided as it is done in South Africa as well. That manual should include information about the kind of support for learning that the organisation offers and expectations for Continuing Professional Teacher Development. In terms of learning activities, the provider makes sure there is evidence of appropriate learning

activities that build on previous learning and includes hand-on practice, learner interaction and progress checks.

CPTD remains self-paced and utilises the 4-stage cycle of reflecting, planning, acting and evaluating. In reflecting, one has to assess information, skills and competence as it relates to personal goals. The plan involves the design of a Personal Development Plan (PDP) to address identified learning needs as the teacher must be the architect of learning activities. In the plenary stage, activities are chosen to meet identified goals. In evaluating, one has to determine whether and how well the learning objectives have been achieved and the effects on practice and patient outcomes. This resembles the South African education system because through the introduction and implementation of Integrated Quality Management System (IQMS), teachers stand allowed to design their (PDP) so that the employer may support teachers' initiatives by making sure that they are developed according to their training needs (Khanyi, 2013).

Unions approved the implementation of IQMS during the signing of the agreement and unions conducted its advocacy on its implementation in their constituencies and the GDE to all employees (Collective Agreement 8 of 2003). Among others, advocacy included consultative meetings, workshops and intensive training of different levels of teachers in education (Khanyi, 2013).



Number 1. Continuing Professional Teacher Development

2.3.3 Organising teachers to lead improvement in Japan and Greece

In Japan, CPTD is conducted through teachers altogether contributing to unvarying lesson training in their schools. Lesson studies is a tradition in Japan; it is a learning activity where clusters of teachers review their lessons and how to improve them for the benefit of learners. Through lesson studies, teachers can analyse learners' errors and this exercise offers the most operative instruments for teachers' self-reflection as well as being a tool for continuous improvement (Schleicher, 2012). School-by-school lesson training often culminates in significant public research lessons. During the accumulation of a new subject to the national curriculum, groups of teachers and researchers review research and curriculum materials. The encounter allows teachers to have an opportunity to upgrade their ideas in pilot classrooms over a year before bolding a public research lesson that can be accessible to teachers, researchers and policymakers. The tradition of lesson study in Japan encourages collaborative learning where teachers toil calmly in a self-controlled way to advance the quality of the lessons they teach. In collaborating in this manner, teachers are allowed to share standard practices.

The East Asian structure of teaching staff includes prospects to grow into a master teacher and move up a hierarchy of increasing stature and answerability as an enticement to teachers. Importantly, with CPTD, many teachers are skilled to be action scientists in real practice with the greatest support of new teachers and helping to improve lesson quality (Schleicher, 2012).

Different from the South African education system, teaching in Greece was well-thought-out to be an art and not a Science. According to Tzivinikou (2015), it was acceptable for teachers, after receiving their degrees, not to pursue further training in pedagogy and didactics. In Greece, specialised improvement of teachers is consummate through constant scientific and vocational support, constitutes the fundamental element for improving the provided educational services. Their Professional Development programme effectiveness is related to the adoption of approaches and practices that are suitable for adult education.

This is a different practice as compared to our South African education system as our teachers are encouraged to participate in CPTD programmes and become lifelong learners. The endeavour to generate official buildings for Professional

Development in Greece has recently commenced. The reform momentum was weakened due to the economic crisis and school advisors were appointed to carry out the reform project, without the provision of substantial financial and scientific support. They were relying merely on their own and very limited resources.

This is not the situation in South Africa as the National Department of Basic Education endeavours, by all means, to support Provincial Departments of Basic Education (PDBE) with financial support and human capital in the form of specialised service providers. According to Tzivinikou (2015), instructive investigation in Greece still endures being low funded in spite of the present financial crisis. Their CPTD activities are not methodical and are not based on research.

According to Rosenholtz in Tzivinikou (2015), real in-service training leads to supplemented learning school environments that constitute communities that allow learning and constant development of both teachers and learners. Teacher self-evaluation must be conducted as is measured to be an essential tool for improving the design and planning process by helping to identify strengths and areas for development.

As compared to Japan and Greece, practicing teachers in Shanghai are involved in subject-based teaching-study groups to improve schooling at the grassroots level on a day-to-day basis. Time-tabled sessions are organised when the study group meets, often with related personnel who can draw up comprehensive lesson structures for a particular topic for the following week. The lesson plan mainly serves not only as a guide for the teacher during the lesson presentation but also as documentation of the teacher's professional performance. According to Schleicher (2012), this structural organisation in teaching in Shanghai is not only a means for administration but also a significant platform for expert development. For a teacher to be promoted after one grade to the next, frequently necessitates the capacity to give demonstration lessons, contribute to the induction of new teachers, and publish in journals or magazines about the education of teaching. Some best teachers emerging from evaluation processes by the provincial office are then relieved from some or all their teaching duties. They will then be allowed to present lectures to their peers, provide demonstrations, and coach other teachers on a district, provincial and even national level. By so doing, active peer colleagues work

collaboratively with their generations and are frequently learning and growing in ways that advances the teaching exercise and enriches learning.

2.4 INITIAL PROFESSIONAL EDUCATION OF TEACHERS AS STATED IN MRTEQ

The Revised Policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ) (2015) provides the basis for the construction of core curricula for Initial Teacher Education (ITE), as well as for Continuing Professional Development (CPD) Programmes. This policy classifies broad qualification into three conduits that teachers may follow to advance their careers namely;

- a teaching and learning pathway;
- a management and leadership pathway; and
- educational planning, research and policy development pathway.

By having an understanding of the two categories of qualifications offered in South Africa, researchers and educational planners will be able to advise and encourage school principals about motivating their teachers to participate in CPTD activities. By being lifelong learners, their learners' achievements will improve for the better, as teachers will be agents of change.

Relatively, the policy formerly used to provide examples of appropriate qualification pathways (Revised Policy on the Minimum Requirements Teacher Education Qualifications (MRTEQ), 2015). According to this policy, the minimum entry-level qualification for teaching in South Africa is Grade R Teaching Diploma, pegged at the National Qualifications Framework (NQF Level 6) with 360 credits. A four-year Education degree (NQF Level 7), with 480 credits is also an Initial Professional Education Qualification. Holders of these qualifications still need to participate in CPTD so that they can be re-skilled and strengthen knowledge and attitudes about a particular subject. In so doing, teachers will benefit and be able to practice in such demanding environments and their workload might be minimised.

The twenty-first century demands that all teachers in schools learn to meet the challenges and cope with the challenges that are rapidly encountered in their environments. Teachers need to spend eight (8) hours of Professional Development time as required by ELRC Resolution 1 of 2000 (South Africa, 2007). Each teacher is

likely to receive a mark for PD points in each sequential three-year rotation by undertaking an assortment of Professional Development activities endorsed by the South African Council for Educators (SACE). These requirements do not match with the other countries studied because it is mostly in South Africa where SACE advocates PD points vociferously and broadly.

2.5 CONTINUING PROFESSIONAL DEVELOPMENT QUALIFICATIONS OF TEACHERS AS STATED IN MRTEQ

According to Engelbrecht and Ankwicz (2016), CPTD is mostly acknowledged as an indispensable tool for the Professional Development of Technology teachers. Teachers are living in a vibrant world where the education system is not stationary. This then calls for professionally qualified teachers with primary professional teaching qualifications only to remain lifelong learners throughout their teaching career years. Such teachers are candidates of CPTD programmes as per the below table of teacher education qualifications. Qualifications for the Continuing Professional and Academic Development of Teachers (Revised National Education Policy Act, 2015) are as follows:

- Advanced Certificate (NQF Level 6)
- Advanced Diploma (NQF Level 7)
- Postgraduate Diploma (NQF Level 8)
- Bachelor of Education Honours Degree (NQF Level 8)
- Master of Education Degree/Master's Degree (Professional) (NQF Level 9)
- Doctoral Degree (Professional), Doctoral Degree (Academic) (NQF Level 10)

Table 1: Teacher Education Qualifications

NQF Level	Degrees	Diplomas	Certificates
10	<p>Doctoral Degree</p> <p>(Academic)</p> <p>Doctoral Degree</p>		

	(Professional)		
9	Master of Education Degree Master of Education Degree (Professional)		
8	Bachelor of Education Honours Degree	Postgraduate Diploma in Education	
7	Bachelor of Education Degree	Postgraduate Certificate in Education Advanced Diploma	
6		Diploma in Grade R Teaching	Advanced Certificate

Technology education was officially introduced in schools in England and Wales in 1990, the Netherlands in 1994 and South Africa in 1998 (Engelbrecht et al., 2015). With experience as a teacher, one has learned that the majority of Technology teachers in South Africa have had no formal training in the concepts, content and methods associated with Technology Education. The introduction of Technology in schools has created continuous challenges to Higher Education Institutions (HEIs), in particular those engaged in teacher training (ibid). This created problems in South African schools because teachers were allowed to teach Technology even if they were not trained and specialised in teaching it.

Some short courses in Technology Education offered by Unisa were offered to teachers together with other subject teachers who had studied it but with no subject didactics, and with only the orientation into the subject. Challenges encountered embrace preparing new teachers for teaching Technology through initial teacher

training as well as equipping existing teachers to teach it (Engelbrecht et al., 2015). Suggestions have been made that HEIs should start developing programmes such as the Advanced Certificate in Technology Teaching for re-skilling aspirant teachers who are willing to teach Technology, as a subject that will add to their not so liked workload.

According to Engelbrecht et al. (2015), with the rapid and progress of globalisation of education and technological development, the new learning outcomes such as the development of innovations have become major driving forces in competitive societies. Well trained Technology teachers are needed by schools to facilitate these new learning areas within new technological contexts. Effective CPTD is viewed by many teachers as an indispensable component to guarantee that every child on earth, more especially in South Africa, has access to the quality education offered by well-developed teachers.

Educational planners at the Department of Basic Education could move away from old CPTD practices where they used to involve teachers to attend one-size-fits-all training workshops. Teachers should be involved in selecting CPTD activities they need to attend so that they can improve on their interactions with learners in the classrooms and be of help in improving learner achievement. According to Pitsoe and Maila (2012), teachers' day-to-day involvements with imparting knowledge to learners shapes their understanding and their understanding shapes their experiences. All CPTD programmes to be implemented should always be needs-driven so that they can help teachers when dealing with classroom challenges.

After school hours and weekend workshops were organised to expose teachers to social learning by participating in CPTD activities. Most of the Provincial Education Departments enrolled teachers for formal CPTD where they were trained by qualified and specialist facilitators who could communicate with their audience well. This exercise influenced positively on learners' scholastic achievements and teachers' workload. By encouraging teachers to participate in CPTD, learner achievement improves and schools become primary beneficiaries. This is also revealed in the reviewed literature. Teacher development should not only focus on the technical competence of teachers but should aim to develop the teacher holistically by addressing the moral purpose in teaching, adeptness among teachers and their

emotional attachment to and engagement with their work. The policy has introduced new approaches to the implementation of CPTD programmes whereby teachers are architects of their learning events as opposed to the old approach of a one-size-fits-all technique. According to Steyn (2010), for CPTD activities to flourish, a careful selection must be conducted for appropriate participants who have the biggest need for this particular training. They should be motivated to use it to their own and consequentially to the learners' full advantage.

As of now, organisers select an environment that may enable effective learning to take place at the right time and place with a smooth administration. Steyn (2010) attests that organisers request trainers who are experts in their field but who cannot communicate effectively with their audience. This approach discourages adult learners as they quickly become aware of this underperformance; hence, their encounter seems not to be yielding the expected results. It is also essential to evaluate the success of CPTD interventions to improve the quality of activities and to learn for future CPTD intervention activities. Organisers should evaluate the effects of all CPTD activities after three months of training to assess if there is any value for money and improved learners' scholastics achievements.

Researchers such as Bisschoff et al. (2009), from a South African perspective, recommend that; CPTD programmes ought to take place over an extended period and should include continued contact over several years. This is because microwave workshops have been proved failures within the South African context in the past. The content of the programmes includes a mix of subject knowledge, pedagogical knowledge and cooperative learning facilitation (Betram & Christiansen, 2012). Training should be tailored to the needs of different phases and different groups of teachers. Scheduling of training ought to be informed by the fact that teachers have limited time and are usually reluctant to give up weekends for training. In one's research area, CPTD programmes are organised to take place during school holidays for a week yet schools close for more than two weeks so as to allow teachers to attend to their social commitments during school holidays. This arrangement has adverse effects on teachers because they feel that the employer interferes with their school holidays when they are to attend CPTD programmes over an extended period.

More professionals would be motivated to receive credits for training and if continual support is available. It would be important that after teachers attend any means of teacher development programmes, the evaluation of the features of such activities be conducted. According to Engelbrecht (2015), teacher satisfaction has effects on teachers' knowledge, attitudes and skills, on teachers' personal growth, effects on teachers' careers, effects on the school, and effects on pupils' learning. According to Engelbrecht et al. (2016), it is evident that evaluation is not done and this makes things difficult on the teachers' workload. Organisers and principals as learning leaders, do not take the initiative to introduce the process of evaluation. For them not to evaluate the CPTD programmes may be because of the nonexistence of knowledge and skills of how to do it. Organisers and school principals should first attend training on Monitoring and Evaluation (M&E) so that they acquire knowledge and skills in evaluating the effects of the CPTD programmes attended by teachers. According to Payler et al. (2017) for the learning leaders not to evaluate CPTD programmes, it is because they do not want to increase the workload that is already heavy for them.

2.6 BENEFITS AND EFFECTS OF CPTD

Either teachers see the CPTD programme as leading to changes in learners', teachers or school practices as desirable, or it is understood by way of having an undeviating effect. Opfer and Pedder (2010) claim that accessible collected works on CPTD purport that well-structured development programmes can lead to fruitful changes in teachers' practice, school improvement and improvements in learners' achievement. The restriction mentioned by scholars on the benefits and effects of CPTD is that studies infrequently segregate certain characteristics of CPTD that lead to the effects being asserted. According to Opfer et al. (2010), instructors should learn something as a result of involvement and they may also have to change beliefs. They may then engage in new practices in associations with colleagues or systems of support provided by the school itself. Literature has shown that teachers' knowledge, attitudes and beliefs improve after participation in CPTD activities of their choice.

Thus, the effects beyond teachers' life-world increase knowledge and understanding as often identified in conjunction with CPTD that has specific features or forms

associated with effectiveness (Opfer et al., 2010). The effects of CPTD on schools and school improvement have rarely been researched. Nonetheless, Opfer et al. (2010) ascertain this as one of the possessions of professional learning activity. Literature provides only recent evidence of effects of CPTD on schools, citing changes in-school leadership and management practices as a result of the assessment of learning activities. The available literature relating to schools and CPTD attest to the support provided by schools rather than the effects of CPTD on schools. CPTD undertakings engaged in by teachers inclined to center around personal development rather than the effects on the school or learners. According to Opfer et al. (ibid), the effects which most teachers identify as a result of taking part in CPTD are developing their professional skills and knowledge thus swelling the responsiveness of teaching and learning issues.

Persistent and exhaustive proficient growth has a superior effect on instructional modification than shorter Professional Development (Opfer et al., 2010). Scholars contend that Professional Development is more likely to be real in refining teachers' knowledge and skills if it forms a comprehensible programme of teacher learning. In South African schools, CPTD is primarily measured by an individual teachers' judgement as they frequently select the proficient growth activities in which to partake. If teachers are offered an opportunity to be critical selectors of CPTD events, this should also help them to comprehend what is most effective for their learning. The moment they participate in Professional Development activities that do not meet their needs, they will pose a lot of questions around the types of events that are being offered. Previous works by scholars suggest that both school and teacher support is essential for admittance to high-quality CPTD. As teachers show an understanding of their own learning needs, Opfer et al. (2010) argue that fundamental to the effectiveness of CPTD is teachers' sense of commitment which influences their capacities for and attitudes to professional learning.

In countries such as England where the overviews of CPTD tend to occur via passive means such as lectures, is often decontextualised and rarely occurs in collaboration with colleagues. According to Opfer et al. (2010), research has established a likely reason for unproductive CPTD in England being the access to applicable professional programmes. Teachers frequently have imperfect access to

the types of CPTD that are mostly associated with improved learning. Teachers from schools experiencing poor learner accomplishment appear to have predominantly defective opportunities and access. South Africa does not experience the same because CPTD occurs via active means such as seminars, conferences, workshops and by enrolling for a particular CPTD programme at a particular Higher Education Institution (HEI). Teachers are offered the opportunity to be originators of their learning activities. CPTD events addressing immediate school needs, allow contemporaries to work together and generate new information, and provide the most value in terms of form and features. Research points to the efficiency of concerted CPTD activities that are classroom-based, experimental and research-informed this study's findings.

According to Day and Sachs in Maistry (2008), internationally, there still is a substantial shortage of understanding concerning the outcomes of teacher proficient development as it occurs in its various forms. Then CPTD is made to be alive but it does not flourish as it is supposed to. Again, the issues of pressures and glitches of teacher Professional Development in SA are multi-faceted and become augmented in a context of unprecedented curriculum reform. According to Hardy and Ronnerman (2011), the current conditions under which teachers work consume a substantial outcome upon how their learning requirements are understood and endorsed.

Therefore, continuing professional teacher growth ought to be conducted outside the ordinary accomplishment of knowledge and skills if teachers are sincerely to rethink and redefine their roles and associations with their learners and to reassess the opportunities of what their learners can achieve. The teaching force's quality remains critical to the excellence of education in any country. This calls for dissimilar education systems to devote a lot in CPTD as it is a means to the end of the emerging quality teaching force. Teachers should also instill, in learners' minds, the need to work hard and improve their marks. According to Essel et al. (2009), it is the obligation of teachers to implant in learners the drive for lifelong learning as this could go a long way in forming suitable human resources for the nation.

Therefore, all teachers need to show more commitment to their jobs and enthusiasm for involvement in CPTD. By so doing, CPTD may support a significant number of

teachers to be well-informed of changes in their own countries and other parts of the world. The importance of CPTD is that it can help uphold and enrich the excellence of teachers and the tasks that are accomplished by principals of the different schools. CPTD comprises of, among others, learning from involvement, becoming knowledgeable and developing in classrooms and schools (Essel et al., 2009). According to Maistry (2008), providing teachers with development opportunities is essential if they are to be reinvigorated to meet the learning needs effectively. CPTD is crucial for any country that has the aim of improving its workforce and capacity building. Educational planners should incorporate CPTD activities into the academic calendar in order to make teachers aware that there is a need for them to attend CPTD activities. According to Essel et al. (ibid), CPTD is an indispensable element in teacher education as a commodity used to advance the organisational structure, policies, physical facilities, and class or school routines.

2.7 COMMUNITIES OF PRACTICE AND TEACHER EDUCATION

According to Maistry (2008), professional growth through participation in teacher communities is still a new phenomenon in South African teacher education. Maistry (ibid) argues that if CPTD activities are located within a community of practice that is fully supported by access to quality resources and expert input from HEIs, they may have much potential for advancing the CPTD agenda in SA. According to Gomez-Blancarte et al. (2014) if it is tangible that Professional Development programmes are different from each other in regard to their context, methodology, pedagogical approaches and the content knowledge, what they have in common is to enhance teachers' learning.

International research into teacher learning communities, particularly in the United States, has highlighted the potential that teacher communities of practice have for CPTD. Researchers suggest that designers of CPTD activities should ideally incorporate varied expertise to bring together research, policy and practices in a way that is most expressive to all participants (Maistry, 2008). Thus, the societal notion of learning can be used as a standard for the strategy of teacher Professional Development. According to Gomez-Blancarte et al., (2014) social commencement of education is presumed because teaching is powerfully inclined by different social occurrences such as the collaboration between educators and teachers.

Therefore, concurring with Wenger's theory, learning is a matter of negotiation of meanings that involves the collaboration of two fundamental processes: involvement and reification. These two concepts consist of the institutional designs around which learning is organised and one that induces teachers to engage in practices related to what they will learn. According to Gomez-Blancarte et al. (2014), for enhancing teachers' participation, they need to engage in activities related to their teaching practice in order to make decisions that influence their teaching community. Teachers frequently discover proficient formal growth unacceptable because they are situated as clients needing fixing rather than as owners and managers of programmes that are to support their learning.

2.8 REFLECTING ON PROFESSIONAL DEVELOPMENT

As alluded to, earlier on, staff development enhances teacher performance, and that also effects positively on learner achievement according to Engelbrecht et al. (2015). It is true, as the National Policy Framework has stipulated, that CPTD can expand individual teacher development to include a contribution to the creation of a collaborative learning culture in schools for the sake of quality education. CPTD yields positive results when it is a continuous process that involves individual follow-up through supportive observation and feedback, staff dialogues, mentoring and peer coaching. Moswela (2006) argues that, as teachers improve their teaching skills and methodologies, learners' standards of achievement are also elevated. This affects the school's turnaround strategy. That is the case in this study as teachers who are engaged in sustained CPTD around specific concepts in their curriculum were more likely to change their teaching practice that is associated with more significant learner achievement.

As self-reports are central to teachers, the results show that combining active learning in Professional Development upsurges knowledge and skills and changes teachers' classroom practices. According to Ngala et al. (2010), several scholars have also reported a robust affiliation between participation in staff development with teachers' efficiency. However, according to literature, proficient growth has generally failed to improve teaching because it is habitually applied in ways that interrupt key circumstances for teacher learning. In this study, an indication has been made that education is viewed as a social activity where individuals will experience improved

learning as members of a team. To avoid this failure and improve teaching and learners' achievements, a thorough needs analysis should be conducted that will reveal teachers' preferred CPTD activities.

With the implementation of the National Education Policy Act, 1996, many teachers felt compelled to be knowledgeable in their classrooms. Additionally, it defends the crucial need for the Professional Development of Teachers. This calls for even experienced teachers to continuously update their knowledge and skills and to be active participants in lifelong learning. Only a limited number of such teachers succeed yet the majority may be under the impression that they are too old to learn new knowledge, skills and strategies. They encounter a lot of impediments like being workers, parents and social beings that need to attend to life social matters at all times. As an adult learner, one sometimes battles with these types of impediments. However with one's will and dedication, one survives and overcomes these obstacles. South Africa requires quality teachers who are appropriately trained and developed to meet the evolving challenges and needs of the developing country (National Education Policy Act, 1996). As such, Professional Development programmes should emphasise the integrated development of the subject content knowledge and pedagogical skills. Not forgetting to include adult learners' proficiency in the Language of Teaching and Learning; the fluctuating social character of schools; and skills required for the teaching of varied classrooms (National Education Policy Act, 1996).

Most schools, when developing their turnaround strategies, make sure Professional Development accomplishments are often commended as a strategy for school enhancement. I concur with the authors that for a school to improve its learners' achievements, the school principal must, at all times, encourage professionals to participate in CPTD programmes even if it is not easy to implement. Principals are regarded as learning leaders that must take the lead in conducting teachers' training needs that will make sure that teachers are nominated to attend relevant CPTD programmes. Mestry, Hendricks and Bisschoff (2009) contend that staff improvement together with training is thoughtful to school improvement. Nevertheless, for the attainment of Professional Development effectiveness, inspiration should be intrinsic rather than extrinsic and teachers ought to be motivated from within themselves. Teachers need to be intrinsically motivated so that

they may not be reluctant to be lifelong learners as the goal of teaching new skills and knowledge entails enabling teachers to improve their performance.

This became evident in the findings of Phase 1 research conducted by Borko (2004) which affords the confirmation of high-quality staff development programmes that could be of help to teachers while expanding their knowledge and alter their teaching. Indeed, this happens because of the broad agreement that developing teachers professionally is the best answer and is crucial to bringing about supportable school improvement for the ultimate improvement of student learning. Stage 1 research discovered the strategies through which teachers learn, being through involvement in staff development communities that exposed records of classroom practice as powerful tools for simplifying teacher change. Moreover, Holloway (2006) conducted research in which fourth-grade teachers received an exhaustive exercise in helping them comprehend how to bring into line their lesson planning and classroom organisation. What was surprising is that fourth-grade Mathematics reflected poor scores though it steadily improved over the course of the following year. This is prevalent in any situation because it may take time for trained teachers to raise the standard for their lesson planning and classroom organisations to the new national content standards in order to increase learners' achievements. With time, such teachers' contributions will be visible in learners' gradual achievements.

According to researchers, the reason for concentrating on Professional Development as a means of improving learner achievement is that high-quality Professional Development may produce superior teaching in classrooms. Scholars have voiced their satisfaction that by raising the quality of teacher routine through proficient development programmes, demonstrated to be indispensable for learner performance (Mestry et al., 2009). The greatest certainty is that such rehearsal advances the inclusive performance of the education system. Researchers contend that continual professional growth is indispensable if learners are to be given superior education. However, I also proclaim that notwithstanding the acknowledgement of its importance, Professional Development that is presently accessible to teachers is woefully insufficient. Agreeing to the findings of the piloted research became apparent that a sharp insight among teachers in in-service training supports gains in learner accomplishment and school usefulness. Moreover, in-

service training for teachers was expected to influence teacher behaviour, which in turn, was expected to raise learner performance on achievement tests. In executing their duties, education planners have a responsibility of organising workshops, seminars and conferences that may empower teachers to become agents of change.

Participating in CPTD by teachers benefits schools because literature has shown that learners' achievements improve when their teachers also show growth and development in their profession. Staff development activities that include a clear focus on any subject may help teachers advance substantial subject knowledge (Borko, 2004). Researchers and education planners are of the same idea that foremost effective ways to improve learners' opportunities to learn are to substantially expand Professional Development programmes. Researchers such as Borko (ibid) argues that in fostering learners' intangible understanding, teachers should possess excellent and in-depth knowledge of their subject. Some teachers lack stretchy understanding of their subject because they teach the subjects they never specialised in or they teach out of phase subjects. There are some teachers with Secondary Teachers Diploma (STD) being appointed to teach foundation phase learners and those with a Primary Teachers Diploma (PTD) (Junior Primary) who teach at secondary schools. For example, most of the submissions for the appraisal of teaching qualifications for engagement in education are received from provincial evaluators submitted to the DHET for evaluation. In the process of evaluating those teachers' qualifications, we often discover that teachers teach the subjects they did not specialised in and others teach out of phase.

Teachers must be masters of their subjects by being lifelong learners. As of now, not a significant number of teachers are masters of their subjects because of not fully participating in CPTD activities. In agreement with this notion, Prinsloo (2007) acknowledges the fact that the demonstration of some new curriculum programmes necessitates capable know-how by teachers. Therefore, teachers ought to be afforded rigorous preparation over some time in several problem areas and they should have specialised in teaching the subject. The single size fits all tactic ignores the fact that teachers teach in different settings and have different learning needs, interests and concerns (Feiman-Nemser & Norman, n.d.). In relation to Division 4 of the Employment of Educators Act, 1998, the formal school day for teachers is 7 hours. The formal teaching time, during the formal school week of 35 hours, is as

follows: • Foundation Phase: Grades 1 and 2 = 22 h 30 min and Grade 3 = 25 h; • Intermediate Phase: 26 h 30 min; • Senior Phase: Grade 7 = 26 h 30 mm and Grades 8 and 9 = 27 h 30 min; and • FET: 27 h 30 min. Work allocation is conducted according to the Employment of Educators Act, 1998 and Public Administrative Measures (PAM). The reasons for doing it according to policy is that there should be impartial dissemination of workloads among the numerous teaching hierarchies and within a hierarchy to guarantee that teachers on a particular hierarchy or an individual teacher are not overloaded.

There is an emergent consensus affirming that Professional Development gives best results when it is long-term, school-based, collaborative, focused on learners' learning and linked to the curricula. However, through an intelligible and combined staff development plan that grows out of the school vision for learner success to which teachers are devoted, workshops and other initiatives lack meaning (Mestry et al., 2009). Teachers need regular and relevant opportunities for CPTD at every stage in their career and this is done by Provincial Education Departments (PEDs) through their skills development levies. Teachers are allowed to select the training they would like to undertake and they are given bursaries to develop themselves. If teachers are afforded relevant opportunities for CPTD activities, their teaching may improve and the learners' results may show a significant improvement. The granted opportunities ought to be grounded in the central task of teaching by helping all teachers acquire essential knowledge and skills in meaningful ways.

According to Mestry et al. (2009), scholars tend to reach an agreement that, for stimulating the kind of teacher learning that leads to upgrading in teaching, staff development should concentrate on teaching and student outcomes in teachers' specific schools. Literature concurs that schools could conduct monitoring and evaluation on the Return-On-Investment (ROI) of staff development by gathering evidence of change in teacher practice and student learning outcomes. One agrees with this statement because for the school to benefit out of teachers' participation in CPTD, the aspects of CPTD programmes must continuously be evaluated. To one's knowledge and experience after teachers attending CPTD programmes, there is no form of evaluation to check the relevance and contributions that would have been achieved. Evaluation should be done by different educational planners and

managers regularly to check if the set goals have been achieved and for the sake of value for money.

According Ngala and Odebero (2010) while conferring to the discoveries in the research steered at the Rift Valley and Nyanza Village in Kenya, teachers in schools that perform excellently had a more robust perception on the association in the developmental programmes for teachers that it would improve their teaching effectiveness compared to their colleagues in Average Performing Schools (APS). Furthermore, teachers described contributing new approaches for CPTD as a vehicle for improving their effectiveness (Ngala & Odebero, 2010). According to the reviewed literature, it became evident that after teachers have partaken in sessions, workshops and education conferences, they show improved effectiveness as their learners achieve improved results. After researching 2 638 Grade 8 Science learners from 50 secondary schools in Limpopo, Aldridge, Fraser and Laugksch (2011) concluded that successful implementation of Outcome-Based Education (OBE) rested more on the Professional Development being a bottom-up approach. By implementing the OBE bottom-up approach, it should encourage teachers to own some of the decisions taken about the implementation and facilitation of CPTD activities. By implementing CPTD programmes, bottom-up is a sign of implementing learner-centered learning for teachers. This may make teachers to fully participate in CPTD programmes that are more specific to their subjects that need regular training so that when they are allocated new subjects for teaching, they do not feel overloaded.

According to Mestry et al. (2009) the South African status quo, staff progress as an aspect of the Integrated Quality Management System is regarded as an influential approach to advance the knowledge and skills of teachers in order to enhance the quality of teaching and learning. According to Bisschoff and Mathye (2009) with the introduction of the Quality Management System, the organisation pursues to deliver an outline of ensuring that individual teachers contribute to the effectiveness of the system. The discrete show should lead to the achievement of the school system's goal as an organisation. However, some Provincial Education Departments (PEDs) do not deliver sufficient training for teachers through IQMS (Mestry et al., 2009). Most teachers undergo once-off training in the chosen Professional Development

programme (Mestry et al., 2009). This type of intervention by the PEDs forms part of those barriers that discourage teachers to admit responsibility for improving their practice.

According to Borko (2004), during the corresponding American year, the central government used to devote millions to billions of dollars to in-service seminars and other forms of staff development that were fragmented. Without fear of contradiction, it can be stated that the teacher is the keystone in the arch of education. According to Swanepoel (2009), contrary to providing all the material necessities but without teacher involvement or with an incompetent one, the results will remain appalling.

It has been proven that CPTD improves teacher performance in schools, as teachers who have attended CPTD that is related to their needs become agents of change thereafter. However, the nonexistence of participating as a lifelong learner over time destroys career self-assurance and becomes a significant barrier in enlightening schools. Literature has revealed that both new and old practicing teachers need regular training in their subjects to keep abreast with the latest developments in the subjects. Before teachers can participate in CPTD programmes, teachers' needs analysis must be conducted, to avoid unforeseen administrative and institutional barriers.

My understanding of Professional Development as per Ngala and Odebero (2010) is that of a procedure of acquiring new ideas, attitudes, knowledge and skills habitually by attending some courses. The time is now that educational planners should start conducting training needs' assessments for teachers so that CPTD programmes are implemented to meet the needs of teachers. Prinsloo (2007) contends that teachers who lack knowledge and skills lack motivation and confidence. By nature, staff development empowers teachers in totality.

Furthermore, the focus of Professional Development is on the teacher being able to deliver learning more effectively to the benefit of learners. In agreement with this view, Ngala and Odebero (2010) assert that professional improvement programmes refer to planned training programmes or activities intended to enhance teachers' productivity. This call is for teachers who shall have participated in Professional Development programmes to perform differently than ever before. The literature reviewed revealed that the persistence of Professional Development is to encourage

learning processes that will, in turn, augment the performance of characters and the organisation as a whole. Moreover, the specialised change should meet the needs of the specific teacher and education system.

Upholding developmental activities of teachers' capability in teaching transversal competences and heterogeneous classes and collaborating with colleges and parents, proved to be indispensable. My view about what is said by the above authors is that staff development must ultimately benefit both the teacher and the education system. For the employer to allow time off for teachers and pay their involvement in proficient growth, is an investment for the future generation. As of now, the circumstances in the education sector are that teachers participate in CPTD activities for monetary benefit. According to Ngala et al. (2010), teachers should change their preconceived ideas about their monetary benefit and realise that their empowerment should contribute positively to learners' achievements.

Proficient change programmes include both formal and informal approaches to the improvement of teacher effectiveness. This type of grown-up education occurs in differentiated facets of practice, including their classrooms, school communities, and specialised development courses or workshops. Complexities of the teaching profession require a lifelong learning perspective to adapt to fast changes and evolving constraints or needs. International studies on teachers and their Professional Development have shown that so far, in-service training is considered as a professional duty in about half of all European states but it is optional in many of them.

The literature reviewed reveals that recent research and policy in Professional Development upholds abstaining from workshops where teachers sit and get information on general topics not specific to their training needs. Any CPTD activity must be in line with teachers' training needs so that there is ROI to the employer for funding teachers' developmental programmes. Ngcobo and Tickly (2008) emphasise that a collective approach found in the township and rural schools was to delegate accountability for implementing Outcomes-Based Education to a group of teachers. Such a responsibility involved joining workshops, directing training for other teachers as well as taking the lead in teaching the new curriculum. CPTD may be called work-related training, a day for professionals or Professional Development with one

purpose; that of improving participants' knowledge or skills' empowerment. According to Engelbrecht et al. (2016), CPTD can be called by different names but the bottom line is that it is developing and empowering participants in its nature.

The school principal is viewed as the designer as regarded through the bigger contextual lens of Professional Development at the level of the school. According to Mathibe (2007), a human resource manager or a school principal needs to set up mechanisms for nurturing and unfolding of teachers' potential in order to promote effective schooling. This view is in line with the principal's job description outlined in the Personnel Administration Measures (PAM) (1999, paragraph ii: 15). PAM stipulates that the school principal has a responsibility of ensuring that new and inexperienced teachers are trained to advance and attain educational goals aligned with the school's prerequisites. However, the principal might be unable to conduct workshops personally but as the administrator of the curriculum implementation, one may constantly need new knowledge, information and managerial skills to lead Professional Development activities confidently (PAM, 1999).

Specialist senior teachers in different subjects could also be delegated with the responsibility of conducting a needs' assessment for Professional Development (PAM, 1999). However, including teachers in aiding to regulate their needs' analysis has the potential to enhance the effectiveness of the Professional Development initiatives. Involving teachers in determining their individual training needs may be effective and efficient as it has been the norm in the private sector. Before the private sector enrolls its employees for any Professional Development activity, the Skills Development Facilitator (SDF) conducts a training needs analysis. This exercise may intrinsically and extrinsically encourage teachers to partake in Professional Development programmes aligned to their training needs (Goroizidis & Papaioannou, 2014).

The duty of empowering teachers cannot be regarded as an event but as a process that occurs over some time. This may be a process that goes through several stages, covers a wide range of developmental issues, and includes changing tasks and personal needs. Ngala et al. (2010), assert that proficient growth became a dominant duty for teacher management that increases the overall level of productivity after pre-service training. The literature reviewed acknowledges the fact

that Professional Development at school level is self-evident as it helps to meet the trials of the new curriculum changes. The literature reviewed goes further to state that it is not good to consider one short workshop within a year as sufficient. Educational planners should consider proficient development that focuses on the daily professional initiatives, aligned with school and district set goals and make use of actual learner attainment data to inform the training and future planning.

According to Lethoko, Heystek and Maree (2001), education is everybody's business henceforth the administration on its own, satisfying the training needs of all serving teachers, will be impracticable. I understand CPTD to be everybody's business that calls for all stakeholders to be fully committed for the good of learners, the school and the community, as stated by Lethoko et al. (2001). The School Governing Bodies also have powers to promote Professional Development and support the curriculum at the school. With nine Provincial Educational Departments, the employed teachers' number is too excessive and with the costs cutting measures, the employers find it inflexible to provide in-service training for all deserving teachers. Moreover, the participation of school principals being teacher developers at the school level is an option to be considered for cutting costs and speeding up the quality of Professional Development (Ali & Rizvi, 2007). Institute management contributes confidently in setting the tone and makes training an essential part of the school culture.

Furthermore, Professional Development that centers on learner accomplishment, meaningful objectives, gives teachers a base for their instructional decisions on substantial evidence of what learners need. According to Bufor and Casey (2012) to deprive teachers this democratic right, makes them develop a negative attitude towards their work. Therefore, school upgrading efforts such as in-service-training for teachers cannot thrive in such a type of milieu. Teachers should develop or adopt a positive attitude towards CPTD, then learners' scholastic achievements will improve. By so doing, schools will benefit out of teachers' participation in CPTD activities as such an encounter must benefit both parties; teachers and schools.

2.8.1. The role of SACE in our South African education system

Even in South Africa, Professional Development is considered as a professional responsibility for DBE. Some of the key roles of SACE are to promote the image and

status of the teaching profession, managing a system for CPTD for all teachers in schools and professionalizing the sector. That is why the South African Council for Educators', as a professional body for teachers, supports CPTD fully. SACE's Continuous Professional Teacher Development Management System, an assistive tool for personal growth and development, is key to the teachers acquiring knowledge. With this tool at hand, our teachers continue to throw themselves into the deep ends, seeking knowledge, skills and values which can be applied in their day to day teaching milieu (Mokgalane, 2017). SACE's urge to inform teachers on issues of professional development is well depicted in their annual newsletter publication. Teachers training is of great importance as they attend workshops and training activities to keep track and update on new development in various fields. According to Mokgalane (2017) CPTD is a pre-requisite in a teacher's learning, which is why SACE is there to offer that opportunity to develop themselves. South Africa need teachers who are well developed to face challenges in teaching and learning sphere. SACE put teachers at the centre of the education system so that they take responsibility for their own professional development.

2.8.2. Kinds of professional development activities

It is sometimes challenging to differentiate these categories of professional initiatives, with some overlaps as some depend on employer-initiated training activities. Employers, non-governmental organisations and schools may initiate such CPTD activities whereas others rely wholeheartedly on the employer's helping hand to obtain qualifications, upgrading of individual professional practice and for school improvement.

According to Deacon (2012), attempts to increase teachers' expert knowledge both during and after the initial preparatory stages are regarded as Professional Development. One's understanding of Professional Development is that CPTD comprises of developmental accomplishments that are commenced by teachers on completion of their initial studies of becoming professionally qualified teachers. According to Mestry, Hendricks and Bisschoff (2009), when teachers change their attitudes and values then participate in Professional Development activities, schools benefit immensely as learner achievement improves.

2.8.2.1. Some priority activities for teachers

The following examples are activities chosen by teachers for the development and improvement of their professional practices: self-study in a subject area and being a cluster member.

2.8.2.2 School priority activities

The management of the school and staff, focusing their professional lens entirely over whole school improvement and the institutional circumstances for the upgrading of learning: IQMS school improvement plans in public schools choose these.

2.8.2.3 Professional priority activities

These types of activities are directly linked to the enhancement of the professional status, practices and commitments of teachers in areas of greatest need.

The above data were extracted from the SACE CPTD Task Team, Version 13A, (2008).

2.9 PROFESSIONAL TEACHER DEVELOPMENT PROGRAMMES' OVERVIEW

As per the norm, teachers registered by the South African Council for Educators (SACE) are expected to earn Professional Development (PD) points by selecting approved Professional Development activities that meet their development needs (National Education Policy Act, 2007). Significant literature on PD indicates that workshops, seminars and conferences are considered to be the traditional approaches to PD. Teachers widely criticise these approaches for not giving them time, activities and the content to improve their knowledge and skills. I agree with this notion because PD programmes only afford teachers to be awarded part qualifications that will never qualify them for additional Relative Education Qualification Value (REQV) level. With the part qualification, a teacher may not benefit financially, however their knowledge, skills and attitude may improve.

The reform types of programmes focus on content, active learning and coherence. Teachers can benefit from such PD programmes by being able to make links with classroom practice over an extended period. For any staff development programmes to be beneficial, they must be related to teachers' needs of developing subject content knowledge. According to Lee in Steyn (2008), teachers' professional growth

occurs when a PD programme recognises teachers' personal and professional needs. It means that appropriate strategies should be used to determine the areas in which a teacher lacks skills. This researcher supports the needs-based PD by believing that principals could evaluate and monitor teachers, choose what kinds of PD programmes teachers need and then guide them in identifying programmes that fit their professional needs.

Teaching is at the heart of the schooling system. Based on Leedy (1997), my understanding of the new approaches to CPTD on the workload of teachers is that teachers must be architects of their training needs. The quality of teachers' professional practices is at the root of the quality of schooling. Therefore, the development of such practices should be a continuing process that lasts for the duration of the career of a committed professional teacher. Cooperative learning is compulsory where the assimilated knowledge and skills are shared with equals through joint activities and deliberations. Therefore, CPTD is regarded as an indispensable constituent of a comprehensive teacher training coordination of high quality. This is as envisaged in the Minister of Education's National Policy Framework for Teacher Education and Development (2007). Teachers come to attend CPTD activities with their life experience that ought to be acknowledged and valued by facilitators of learning events (SACE, 2008). According to Dufour, Dufour and Eaker (2008), teachers are exhilarated to become reflective practitioners by working collegially in professional learning communities to advance imaginative responses to their numerous teaching and learning challenges.

2.10 BARRIERS TO THE IMPLEMENTATION OF EFFECTIVE PROFESSIONAL DEVELOPMENT

According to De Clereq et al. (2013), the nature of Professional Development as described, entails a different view of teaching as a professional activity. Professional development creates opportunities for teachers to take charge of their professional learning and practice. In addition, it places new demands on them, on school administrators, and education policymakers (Kedzior, 2011). Teaching that is of high quality needs professionally qualified teachers who are conversant and skillful during one's career.

Promoting quality education in schools requires paying more attention to the CPTD of practicing teachers who are considered an essential component for creating a positive effect on their pedagogy and teaching practices. This answers my research question; how does CPTD affect the workload of teachers. With resilient desire demonstrated by teachers to engage in subject-related CPTD, the barrier encountered is that the widely held time assigned is mainly used to implement government-driven whole school creativities rather than providing thought-provoking, high-quality opportunities for teachers to update their subject knowledge and try new pedagogies (Bevins, Jordan & Perry, 2011).

Over and above effective CPTD, supported by a developing system and practice in adult education learning theories, quality education could be achieved. Effective CPTD activities are impossible by simply offering a compacted programme of instruction. According to Sabah, Fayez, Alshamrani and Mansour (2014), CPTD activities may include Professional Development meetings, school-based and teacher clusters and conferences, coaching and mentoring, participating in reflective discussions, and conducting action research. For the stakeholders to confidently say the effects of CPTD are positive, there should be a transformation in teachers' teaching space practices, transformation in their attitudes and modification in their learners' learning outcomes.

According to Engelbrecht et al. (2016), employers should do effects' evaluation of expert development programmes to determine whether the investment in Professional Development yields tangible payoffs. Additionally, there should be value for money out of these activities. Pitsoe and Maila (2012) argue that, since much CPTD is conceded without reference to school needs and often without the principal's knowledge, teachers are encouraged to move to other careers rather than improve their effectiveness in their schools.

The DBE researchers and educational planners have indicated that CPTD has been a neglected area in South Africa and this is why the overview of a new national prospectus in the post-Apartheid era presented massive challenges for teachers. Significant encounters are linked to the geographic dissemination of teachers and the quality of teachers, with rural areas undergoing both qualitative and quantitative shortages. According to Mainstry (2008), CPTD creativities in South Africa thus far

have been disjointed, thinned and have had little direct encouragement on teachers' practice. They are fragmented because teachers usually get opportunities to participate in these initiatives once after two years. Some teachers have even lost hope of being lifelong learners as they are not intrinsically and extrinsically motivated to partake as stated by Mainstry (2008). Newly qualified teachers and young teachers are the ones who are still eager to improve their qualifications. According to Mainstry (2008), the issue that motivates newly qualified teachers is that they want to broaden their subject and pedagogical knowledge unlike experienced and older teachers who rely on their experience in teaching, because some CPTD facilitators do not have a solid grasp of their subject knowledge. According to De Clereq et al. (2013), all these created administrative and institutional barriers, even today, frustrate teachers. In the South African context, financial constraints mean that teacher education providers must be able to make a strong case for CPTD if they wish to secure state funding for such initiatives (Mainstry, 2008). According to Clark and Sayed in Mainstry (2008) teachers frequently encounter proper Professional Development unacceptable because they are positioned as clients needing fixing rather than as owners and managers of programmes that purportedly aim to support learning. For CPTD initiatives to serve their purpose, teachers must be architects of their training needs. This is key in conducting training needs analysis for one's training to be relevant and facilitated to the right trainees.

According to Bisschoff et al. (2009), CPTD stands to be a consistent teacher learning cycle beginning with primary training and lasting for as long as a teacher remains in the profession. This encourages practicing professionals to be lifelong learners who are eager to face the challenges encountered by teachers daily. According to Mizell (2010), the ongoing Professional Development activities help teachers define the best pedagogical approaches for the betterment of learners. According to Mushayikwa and Lubben (2009) teaching as a communal profession encourages teachers and increases their societal expectations to find ways to improve learners' attainment. According to Wokocha (2013), CPTD is regarded as organised maintenance, improvement and broadening of knowledge and skills and the improvement of personal qualities necessary for the execution of professionals' working lives.

2.11 UNDERSTANDING OF THE NEW APPROACHES TO CPTD ON WORKLOAD OF TEACHERS

According to Gautam and Ramashia (2017), the appraisal of teachers is often pronounced as a continuous and systematic process to help individual teachers with their Professional Development and career planning, ensuring that Professional Development activities match the corresponding requirements of individual teachers and schools. According to researchers such as Tomlinson in Gautam et al., (2017), teacher development is viewed as a continuous and systematic process to help teachers with Professional Development. Every teacher should accept personal responsibility for their professional growth (SACE Mini-Seminar, 2014). According to SACE (2007), professionally confident, fully proficient and repeatedly learning community of teachers is the crucial requirement for improved learners' achievement. As per the Policy Handbook for Educators commissioned by the Education Labour Relations Council (ELRC, 2003), appraisal development is intended at facilitating personal and Professional Development of Teachers in improving the quality of teaching practice and education management. It is solely based on the fundamental principle of lifelong learning and development. As it happens in our education system, it is moderately clear that development appraisal is uprooted in the development or improving the teacher's performance to advance the level of quality of teaching practice and overall education management.

According to Papay and Kraft (2016), determinations to advance the excellence of the teaching career have arisen to the top of the education policy agenda during the past epoch. Policymakers have consistently alluded to the fact of teachers are faced with a performance plateau after their first few years of teaching. Papay et al. (2016) argue that teachers seem to care less to refine their efficiency after their first several years of being in the classroom. A 2012 fact sheet by TNTP reported that teachers gradually reach a plateau after 3-5 years on the job. Further, Bill Gates asserted in 2009 that once somebody has taught for three years, their teaching quality does not change thereafter. Recent research made mention of teachers being able to continue to improve substantially after the first five years. Experienced teachers can mentor colleagues by maintaining institutional knowledge, serve in teacher leadership roles and support a robust Professional Development.

According to Papay et al. (2016), all practicing teachers should be continuously evaluated so that they are held answerable for their enactment and to deliver more thorough comment. This type of system holds tremendous promise for supporting teacher development on how to improve their classroom practices (ibid). In their study, Taylor and Tyler (2012) disclosed that knowledgeable teachers who participated in a rigorous teacher appraisal system in Cincinnati, Ohio, upgraded their classroom effectiveness, not only in the year they were evaluated but also in forthcoming years. According to Taylor et al. (2012), school principals should keep on to playing their role in fostering productive professional environments in schools, as they are the ones who established strong organisational support and build growth-enhancing school-wide cultures.

Ferguson (2006) argues that in reconceptualising and interpreting Professional Development, teachers should learn new ways to organise their schools and classrooms, new learner grouping practices and new approaches to learning that shift the relations between teachers and learners. According to Ferguson (2006), teachers are to be prepared to explore new procedures for determining and documenting learners' learning that can be well communicated to all educational stakeholders.

Researchers ought to be able to distinguish between staff and Professional Development to avoid confusion. According to Ferguson (2006), professional growth is building the capability of the organisation whereas the focus of Professional Development is to build individual professional capability and the profession as a whole. With the understanding of this overlap and using it to create and manage opportunities for both teachers and school organisations, it is critically necessary if urban and rural schools are to respond successfully to the needs of both teachers and school organisations (Ferguson, 2006). There should be synergy and mutualism between teachers' training needs and schools' needs so that Professional Development can be implemented cordially for the benefit of teachers and schools. According to Ferguson (2006), educational planners should consider that forecasting differentially for both staff and proficient development, requires concurrent attention to the learning outcome, the size of complication of the learning involved and the formats best suited to accomplishing the learning outcome. According to Ferguson (2006), teachers should always keep in mind that the purpose of CPTD is to make a

difference in the learning and lives of learners to grow into responsible adults who will contribute to the growth of our economy.

Educational planners have changed the approach to proficient development of teachers during the past two decades from a one-size-fits-all model to more continuing, content and pedagogically-focused programme (Desimone, 2006). Gradually, the prominence of teachers' experience and knowledge with regard to student learning has been realised. The countrywide call is that of converting the education in South Africa. Teachers ought to be appropriately equipped to meet its evolving challenges and needs (Department of Education, 2007). The duty and responsibility of CPTD are to endeavour to suitably equip teachers to meet the challenges and demands of a democratic South Africa in the 21st century (Department of Education, 2007).

2.12 THE ADMINISTRATIVE AND INSTITUTIONAL CHALLENGES OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT INITIATIVES

Proficient development continues to be an essential challenge where the improvement of South African schooling is concerned (De Clercq & Phiri, 2013). By means of post-1994, commitment to equity and redress, teacher unions negotiated the 1998 Development Appraisal System (DAS) with the education departments. The aim was to redress and it was based on the principle of teachers driving their development (De Clercq et al., 2013). In the year 2008, the SACE was tasked with the accountability of coordinating and quality-assuring CPTD as well as overseeing funds from the former Department of Education. De Clercq et al. (2013) state, from education departments having a weak effect with their CPTD programmes, service providers face similar challenges as their support interventions have encountered severe obstacles with poor learner performances. All these encouraged teachers to become reflective practitioners by working in professional learning communities, where job-embedded CPTD activities were so beneficial because of being continuous, collaborative and based on shared reflective practices.

This attests to Lave and Wenger (1991), by saying learning never occurs in isolation but is socially constructed and specific to the situation in which it is learned. According to De Clercq et al. (2013) when situated workplace learning theory is applied to schools, it pushes for teachers to participate in a collegial reflection to

improve learners' achievements by reflecting on and comparing their practices in a real classroom situation. South African principals necessitate development in subsidiary networks, policy issues and interactive skills, and place a strong focus on their administrative, financial and human resource management role (Howse & Richard, 2013).

2.13 HOW CAN SCHOOLS BENEFIT FROM TEACHERS' PARTICIPATION IN CPTD

Steyn (2010) augurs that implementing CPTD becomes essential for South African teachers to be appropriately equipped so that they meet the ever-growing needs and challenges of the country. Schools can only benefit by appointing befittingly professionally qualified teachers as more is said in South Africa's National Policy Framework for Teacher Education and Development (2007). Teachers, curriculum implementers and schools ought to create a collaborative learning culture in schools for learners to achieve improved results. Learning should be regarded as a social activity so that individuals may experience improved learning as members of a team or group. Scholars such as Meiers (2005) support this view, stating that collective learning is important for positive changes to occur in schools. According to Steyn (2010), the twenty-first century demands that all professionals in organisations learn to meet the challenges and cope with the changes that are rapidly taking place in their environments. According to Steyn (2010), a widespread agreement does exist that developing teachers professionally is the optimal answer and is indispensable to bringing about sustainable school improvement for the ultimate improvement of student learning.

2.14 CONCLUSION

In this chapter, more focus is based on CPTD activities, that for such activities to have a positively effect on teachers; expert development ought to include activities that expose teachers to practical, theoretical as well as reflective experiences. The main objective of CPTD is to develop the school, subject and pedagogical understanding through which they can augment and develop teachers' construct. Researchers such as Craft used PD, CPTD and INSET alternatively to refer to all kinds of professional learning undertaken by practicing or ambitious principals beyond the point of initial training. Some professionals consider CPTD as training

and a means of keeping abreast, although proficient connotations hold the view that CPTD is part of lifelong learning and personal growth. There is a need for collaboration between various institutions in the facilitation of CPTD. This would be for collective resources and strengths of the parties concerned to be utilised for maximum teachers' benefit. The most significant change of CPTD has been to motivate teachers to become committed to their development and learning and to participate as active members in a community of practice as advocated by Wenger's theory.

The crucial objective of improving teacher quality is also to improve learner learning subsequently. In countries such as Australia, the most significant thing a teacher can do is to be a lifelong learner because such an act has a positive ROI for the organisation. Globally, some nations have undertaken a wide range of reforms in implementing Professional Development activities. Burdens that are placed on teachers in this period seem tremendously high and make teachers to develop the preparedness of being lifelong learners. The issue of teachers' workload is hinged on the growing mandate for education and the insufficient number of teachers to carry the excess workload. Much has been mentioned that CPTD equips teachers with strong skills and knowledge in computer integration in education and its usage being an operative teaching tool for optimising the use of digital resources in their teaching. CPTD has remained extensively used to re-orientate and support teachers during periods of educational transformation and curriculum reform in developed and developing countries. This chapter broadly reviewed the literature relating to the effect of Continuing Professional Teacher Development in schools. Next is a chapter about the study's theoretical framework.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The research project's theoretical framework relates to the philosophical basis on wherein the research took place. It also forms the link between the theoretical aspects and practical components of the investigation undertaken. Therefore, the theoretical framework implies every decision made in the research process (Mertens, 2007). The concept of CPTD has been the focus of studies that have progressed through a range of views. The guiding principle framework emphasises two harmonising subsystems, namely, Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD). The literature review focuses exclusively on CPTD as opposed to IPET. The most essential aspect that teachers must always keep in mind about CPTD is that the national framework expects teachers to take charge of their self-development by identifying areas in which they need to be developed.

3.2 LEARNING THEORIES

There is little consensus about the number of theories about learning and how it should be categorised, even if innumerable theories attempt to explain how learning takes place. Green (2002) explicates that these different approaches are categorised into the behaviouristic approach (Watson, Hull and Skinner), cognitive theories (Lewin, Piaget), humanism (Knowles), social learning (Bandura) and constructivism (Vygotsky, Piaget and Dewey). Jenkins (2011) refers to earlier standpoints towards adult education by citing the five philosophical traditions as described by Elias and Merriam (1995). All these reinforce andragogy in referring to liberal, progressive, behaviouristic, humanistic and radical traditions.

According to Marshall and Case (2010), learning theories can be separated into two strands comprising the individual perspective, which is built on the works of Piaget and, socio-cultural perspectives that are built on the work of Vygotsky. Wenger (1998) contends that learning theories such as behavioural theory, social cognitive theory, constructivist and social theories fall within the territory of psychological theories. Cognitive learning theories focus on internal cognitive structures and view

learning as transformations of such cognitive structures (Wenger, 1998). On that note, Hager (2004) argues that the leading theories about learning, with its foundations in-school contexts, cannot be transferred to workplace learning. Social learning theory is explained as social performance in terms of uninterrupted mutual collaboration between cognitive, behavioural and environmental influences. The individuals perceive a specific exploit and repeat this exploit so that occurrence of the exploit raises the individual's capability to cognitively accomplish the action or process (Bandura, 1977).

This study was informed by the social constructivism and literature on CPTD. According to social constructivism, teachers and principals search for an understanding of the life-world in which they live and work (Creswell, 2007). Individuals get an opportunity to develop subjective meanings of their experiences which are multiple and varied (Creswell, 2007). As per social constructivist learning theories, learning is viewed as constructive, and learners build and construct new conceptualisations and understandings by using what they already know (Chalmers & Keown, 2006).

According to Kim (2001), the collective constructivist view builds on the belief that individuals produce knowledge socially and culturally, and also that individuals' activities construct their understanding of reality. Mature learners go into the learning environment with their self-concept and self-esteem based on past life experiences and their interpretation and validation thereof. Their self-concept proceeds to the continuous process of self-evaluation as adult learners reflect on their participation in CPTD activities. Mwamwenda (2008) pronounces self-concept as a combination of concepts, beliefs, ideas, moods and attitudes that a person has about himself or herself. Adult learners view themselves as being able to make their own decisions by being able to face the consequences and manage their own life. According to Knowles (1980), adult learners develop a requisite to be observed by others as being self-directing and independent. As compared against young learners, mature learners are more answerable and autonomous in the learning environment (Laher, 2007). However, Brookfield (1986) argues that instilling self-directedness would require an environment in which self-directed learning skills can be developed by treating adult learners as capable and self-directed.

Merriam and Caffarella (1999) support the argument saying that adults enter into educational activities with very different experiences from younger learners. According to Brookfield (1986), the experience of adult learners needs to be considered during teaching, as the background of the adult, the motivations for learning and the learning styles play a role in the way that adults learn. Facilitators of learning events ought to infuse different learning strategies and more individualised ways of teaching that would be more appropriate for promoting learning in adults.

According to Knowles (1984), grown-up learners do not follow learning just for the sake of gaining knowledge, but because they need to relate what they were learning in life situations instantaneously. This is the same as teachers who participate in lifelong learning, they want to be empowered in their subjects so that learners' achievements may improve and they become better qualified. The orientation of adult learners to learning is often related to their reason for learning (Coetzee & Noe, 2013). Adult learners' readiness to learn is often driven by the desire to become more competent in a specific area in their life. This is similar to teachers who participate in CPTD activities. Some want to deepen their subject content knowledge whereas some want to be re-skilled so that they may become agents of change who shall contribute positively to learners' achievements. Thus, an adult learner's orientation to learning may be task-centred, problem-centred or life-centred (Baeten, 2010). Adult learners do not engage in learning situations for the sake of learning, but rather for personal reasons. Hence, adult learners' life situations should be the focal point of the learning experiences (Coetzee et al., 2013).

Grown-ups learn best at their own pace rather than under time restrictions. However, they reimburse this by more efficient learning strategies. Adult learners need to know why they should learn something if they are to become interested in the learning intervention, learning experiences and learning process (Coetzee et al., 2010). Consequently, teachers should know and understand why they should participate in a learning experience, what they will be learning, what they will gain from the learning experience and how they will acquire new competencies. According to Knowles (1990), adult learners find becoming involved in learning situations useful only to the extent that they feel it could contribute to their life.

In light of the above, CPTD can be operationalised utilising the social constructivist approach, which recognises the following, in terms of Chalmers and Keown (2006); Darling-Hammond and Richardson (2009); Paavola Lipponen and Hakkarainen (2004); Wenger (2007) and Hodkinson and Hodkinson (2005):

- The constructed meaning of knowledge and beliefs: This is a process whereby individuals discover new knowledge, skills and approaches and then personally interpret their significance and meaning.
- The situated nature of cognition: This aspect recognises the fact that CPTD has to be strongly linked to the actual contexts and situations of individual schools.
- The importance of ample time: New developments and change take time to be implemented.

As per the existing works, learning in organisations is repeatedly presented on two levels, the individual and the collective. The implication is that individual learning is an essential but inadequate prerequisite for collaborative learning in and development of organisations (Curado, 2006). Lee and Roth (2007) argue that previous theories on learning in organisations ignore the fact that individual learning and learning in organisations mutually support each other. Stacey in Steyn (2010) maintains that individuals cannot learn in isolation since learning is, in essence, an activity of interdependent people. Research has proven that once staff members learn collectively, they are in a better position to react to external challenges.

3.3 SOCIAL LEARNING THEORY

Wenger's Social Learning Theory states that learning organisations emphasise on developing the potential of all staff members through self-development and staff development. According to Duke (1990), the social learning theory also looks at the concept "learning on the job" in and through the work situation so that the organisation can develop the capacity for self-renewal and adaptation. The researcher adopted this outstanding theory and adopted it as a good example of theories where learners learn on the job in and through the work situation to empower themselves so that their learners can achieve excellent results. According to Wenger (1999), the focus of the social learning theory is on learning as a form of active and social mass participation. The social learning theory has been applied in

education including in CPTD. This was the researcher's lens with which he viewed the world while conducting the research.

The theoretical outline for this study centres solely on the socio-constructivism notion of learning. The researcher's justification for such selection is that through this notion, teachers could voice 'how' they prefer to learn and 'what' they want to learn by viewing teacher learning as the focus of Professional Development programmes (El-Deghaidy, Mansour & Alshamarani, 2014). The socio-constructivist notion is based on Vygotsky's (1978) understanding that knowledge is constructed in a social context where learning occurs through discourse with others. In this encounter of Professional Development, teachers could be considered as learners where there is a focus on their previous knowledge, skills and beliefs; opportunities for feedback, revision and success; and the interaction with others (El-Deghaidy, 2014). According to Putnam and Borko (2000), the bases for this view come from a cognitive psychological perspective where favourable learning environments are provided so that teachers can become responsible for their learning. According to El-Deghaidy (2014) inside this favourable context, the teacher cognitively engages in the construction of knowledge through social processes and active engagement that change teacher's instructional practices.

3.4 SITUATED LEARNING THEORY

According to Wenger (2007) located in this learning theory, there are two basic principles, for example, active learning which takes place as a function of the context, culture and activity in which it occurs, and social participation as a critical element of situated learning. Wenger (2007) defines learning as an interaction between personal experience and social competence. Communities of practice form when people engage in the process of collective learning in a shared domain of human endeavour (Wenger, 2007). Subsequently, situated learning deals with a sensible focus for research into inter-professional learning. The components of this theory of learning comprise:

- Meaning: learning as a meaningful experience;
- Practice: learning as doing;
- Community: learning as belonging; and
- Identity: learning as becoming (Wenger, 1999).

Learning takes place as students shift between learning contexts and take on different roles. Learning, therefore, cannot be conceptualised in isolation within one specific context. Instead, it occurs as people participate across different social contexts, as personal trajectories of participation (Wenger, 1999). Focusing on the content and characteristics of CPTD, there are several different positions to be noted. Villegas-Reimers (2003) simplifies CPTD as the proficient growth of a teacher as a result of acquiring improved know-how after scrutinising their teaching thoroughly. The notion of professional initiatives embraces complementary concepts like official and unendorsed training. Using the investigative structure of Kennedy (2005), the purpose of CPTD could be situated along with a range of being transmissive, provisional, or transformative.

3.5 THE CONSTRUCTIVIST THEORY

According to Barnett, Jones and Kilpatrick (2003), hypothetical structure backing up professional learning inhabitants include constructivism, social constructivism and andragogy, which have a powerful effect on professional learning communities (PLCs). The above theory is extensively utilised as a basis for teaching. In cognitive constructivism, more emphasis is on the individual constructing knowledge through a cognitive process of analysing and interpreting experiences. The constructive theory is viewed as detailing a heuristic framework for teachers. Scholars propose that professional learning communities should be implemented as a vehicle to engage school staff in meaningful learning, which can lead to increased and improved student achievement in the 21st century. According to Derry (1999) and McMahon (1997), social constructivism emphasises the importance of understanding culture and the context in a society based on how knowledge is constructed. According to Morrow (2010), the organisational configuration encompassing the professional learning community approach is grounded in adult learning theory or andragogy. The adult learner's role should fully involve taking an active role in planning, as the concept, andragogy, involves creating an atmosphere for mutual planning in the organisation. According to Zepeda (1999), adult learners incline feeling uninterested to any pronouncement or activity when they feel the event is being imposed on them without their input in the learning process.

According to D'Angelo, Touchman and Clark (2012), the constructivist theory focuses on how learners construct their understanding through their experiences and their reflection on those experiences. Distinguished scholars such as Merriam and Caffarella (1995) further state that adult learners come to the learning environment with different life experiences. Consequently, these help them to reflect on their performances at school and form a link with new knowledge learned as adult learners. Knowledge construction is based on building upon previous knowledge experiences. Ozer (2004) concurs with the notion that adult learners are better able to understand and internalise the information that was constructed by themselves. He further elaborates that learning is a social advancement that involves language, real-world situations, interaction, and collaboration among learners (ibid).

Constructivists believe that certain activities and enrichments in the environment can enhance the meaning-making process, such as active learning using kinaesthetic, visual and auditory modalities (Brooks & Brooks, 1996). Constructivism is grounded in learners' active participation in problem-solving and critical thinking, as constructivism is an epistemological view of learning rather than teaching. When adult learners interact with teachers, new knowledge is integrated with the previous intellectual constructs. Integration of such experiences is facilitated through social and collaborative natures of learning such as scaffolding (Darling-Hammond & Shunk, 1995). More emphasis is on the social and collaborative nature of learning, where learning as a community is encouraged. Collaborative learning involves sharing reactions and thoughts about given compound complications that need higher-order skills. In such sophisticated learning environments, dialogue facilitates the learning process in constructing knowledge based upon existing knowledge. With all these said, the researcher argues that the central proposition of constructivism that was explored in-depth in this study is that participating in CPTD activities means construction, creating, inventing and developing one's knowledge.

3.6 SELF-DIRECTED LEARNING THEORY

According to Merriam et al. (1999), self-directed learning is a process of learning where learners take responsibility for planning, carrying out, and evaluating their own learning experiences. In Lowry (1989), self-directed learning is described as a central concept in adult education and suggests that the locus of control in learning

lies with the adult learner who may initiate learning with or without assistance from others. Yi (2005) suggests three methods to foster learning in adult organisations: problem-based learning that seeks to increase problem-solving and critical thinking skills, cooperative learning that builds communication and interpersonal skills.

The self-directed learning theory is unstructured and independent; it is more effective when combined with other learning methods to fully grasp the learning content. According to Marsick (2001), self-directed learning typically occurs incidentally and informally when adults can draw on their life experiences to learn lessons from it. Motivation is critical for adult learners to set their own learning goals and determine the process by which they will learn. The theory finds its strength in the fact that learners utilise inductive processes of reflection and action to learn in their daily routines (Conlan, 2003).

3.7 WORKPLACE LEARNING THEORY

According to Matthews (1999), workplace learning is viewed as a process of reasoned learning towards desirable outcomes for the individual and the organisation fostering sustained development of both the individual and organisation within the present and future context of organisational goals and individual career development. Jacobs and Parker (2009) define workplace learning as processes and outcomes of experiential learning that individual employees and a group of employees undertake with the purpose of acquiring the competence necessary to meet current and future work requirements. Workplace learning, as a social construct, is broadly perceived. Brown and Lauder (2006) place more emphasis on the demand for better skills levels in the workplace. These authors support Matthew's (1999) observation that there is a renewed focus on workplace learning. Vaughan (2008) asserts that the world of work is gradually becoming more sophisticated and uncertain, which makes it hard to determine future skills' needs.

According to Jacobs et al. (2009), the theory of workplace learning has received much attention in recent years, whereas the main focus is placed on two major components being formal and informal learning. In approaching workplace learning, Billet (2002) differentiates between formal and informal learning, while Vaughan (2008) argues that workplace learning could definitely be approached from two different perspectives. In the first instance, one can study the articulation between

education and work in order to acknowledge all forms of learning an approach that tends to be individualistic and draws on cognitive theories of learning. From the second perspective, the focus can be on the workplace as a learning environment where learning is a process that is embedded in the production and organisational structures and draws from situated learning theories and communities of practice. The researcher values the two perspectives of learning, more so in dealing with adult learners the adult educators. They ought to be aware that these are the types of learners who come to the teaching and learning environment with immense experiences of life learned informally. According to Tynjala (2008), the current understanding and interpretation of learning in the workplace is based on the fields of Cognitive Science and learning and development. Learning in the workplace is viewed as multimodal and complex when the social-cultural nature and boundaries which influence learning are considered (Billett & Choy, 2013).

Andragogy takes place through education and training programmes sponsored by the workplace. It mostly refers to formal training programmes. However, there is also a lot of informal learning that takes place daily through experiences and observations. Merriam (2001) agrees with Knowles' critics about the limitations of andragogy as a theory of adult learning but concurs with Knowles that the principles remain an invaluable perspective on the adult learner. Every adult learner is unique and is shaped by one's history. Practically, the emphasis on adult learning and the difference of it compared to that of pedagogy primarily falls on the experiences of adult learners.

3.8. THEORY OF ACTION

Theory of action is a set of underlying assumptions about how we move our organisation from its current state to its desired future. According to Eden et al (2018) the rationale for the implementation of CPTD is to move the education sector to a stage where highly only qualified teachers are employed in our schools. The theory of action can help teachers to reflect on the needs of their own settings and develop their own understanding of what might be needed to effectively deploy specific approaches in new contexts (Flood et al, 2018). This is possible because teachers are originators of their training needs. This theory makes lifelong learners to easily attribute changes from their interventions to learning, behaviours and

outcomes for learners. According to Flood et al (2018) what is required to achieve research-informed teaching practice is an approach that can help teachers engage effectively research evidence in order to adapt existing interventions to achieve the set goals.

3.9. THE ADULT LEARNER AND LEARNING

3.9.1 The adult learner

This research expands on adult learning and workplace learning knowledge base since the study was conducted for adult learners and their real world of work. According to Laher (2007), when it comes to mature learners, the terms of interpersonal and environmental characteristics are decently different to school leaving young adults attending tertiary institutions on a full-time basis. The reason being that adults bring in the learning environment with different and more varied experiences than the youth (Knowles, Swanson & Holton, 2005). According to Silberman and Auerbach (1998), it is clear that there are differences between adults and youth as far as their life experiences, learning styles, the motivation for learning, needs and their set goals.

According to Merriam et al. (1991), the critical factor about adult learners is the ability to display that they are intrinsically motivated by being able to utilise learning opportunities to build new social relationships with their peers. There might also be external expectations such as having to comply with the authoritarian prescripts of an employer for instance, that adult learners wish to satisfy (Frick, Alberlyn & Rulgers, 2010). According to Merriam and Caffarella (1991), intrinsic motivation encourages adults to use learning opportunities to build social relationships, creating new associates and forming friendships that stimulate further learning. However, learning is not something that is acquired. Learning theories illuminate the complexity of learning. The andragogical prototype deduces that even though adults would respond to external stimuli such as a job promotion, the most operative motivators are internally situated. Adult participation in educational activities is more a function of satisfying personal needs and issues than meeting the requirements that are externally imposed (Knowles, 1980). Adult learners are more approachable to the learning process in situations that are both physically and psychologically relaxed.

Researchers such as Botha (2012); Brookfield (1985), Billet (2010) and Ellinger (2004) have shown that adult learners rely heavily on external resources when tracking academic development. Further, adult learners intentionally position their learning in a communal perspective. According to Merriam et al. (1991), teaching adult learners needs different approaches and adult teachers need not rely on standardised approaches or single learning theories to facilitate learning.

3.9.2 The learning principles

Malcolm Knowles is a well-known father of the mature learning theory known as andragogy. Andragogy is a learning theory that is designed to address the particular needs of adults (Knowles, 1980). Andragogy is based on the idea that there is a significant framework that guides this study as the adult learning theory of Knowles (1980), which describes the art and Science of assisting adults in learning. It is claimed to be the best-known theory of adult learning and identical to the learning of grown-ups (Pratt, 1988).

Knowles (1980) proposes the notion of andragogy to distinguish learning from pre-adult schooling. The concept contrasts with pedagogy, meaning the art and Science of helping adults to learn (Knowles, 1980). According to Henschke (1998), andragogy is informed by humanism and could be precisely construed as a scientific discipline that studies everything concomitant to learning and teaching that would bring adults to their full degree of humanness. According to Fidishun (2000), the fact that with mature learners they would have been acknowledged long ago as self-reliant learners, it is then up to the teacher to move learners from their old habits, modelling them into self-directed learners and reassuring them to start taking accountability for their learning. According to Knowles (1970), the term andragogy refers to the art and Science of teaching grown-ups to learn. The concept originates from the Greek stem 'andr' which means man. This is significant because for adult education to be successful, the adult learners should not be taught in the same manner as children, but rather be trained in ways specifically designed for adult learners.

3.9.3 Participatory rural appraisal

According to Newell-Jones (2005), participating in Rural Appraisal is more on professional growth and delivers a range of imaginative procedures for comprising a

broad range of people in the learning process using democratic participation. The research project advocates a socio-constructivist perspective on teacher development. In this intellect, the study contends that teacher learning cannot be detached from accomplishment. The unique way to respond to these contexts and changes is to provide teachers with learning mechanisms that they can use, not to be adaptive to these changes but to constructively interact with their contexts (El-Deghaidy, 2014).

The CPTD activities need to promote a space for discussion among the teachers regarding their contexts and to reflect on their practices. Within this framework, the development of an individual relies on social interactions. In this context, Kimble, Yager and Yager (2006) argue for establishing consistency in encouraging change that leads to the prolonged implementation of constructivist-based practices in the classroom. According to Cordingley et al. (2005), change in teaching practice comes as a result of collaborative rather than individual CPTD. Ongoing CPTD for teachers is essential if quality education for learners is to be achieved. Therefore, CPTD should remain a priority since the outcomes of such efforts will ensure that the enhancement of teaching and learning can be accomplished. It became evident that operational and academically successful schools support and implement the new paradigm of CPTDs as a vehicle to improve the performance of teaching and student learning.

3.10 THEORIES' DISCUSSION SECTION

Learning theories reinforce andragogy in referring to liberal, progressive, behaviouristic, humanistic and radical traditions. The adult learner's role should fully encompass taking an active role in planning, as the concept, andragogy, involves creating an atmosphere for mutual planning in the organisation. According to Wenger (1998) learning theories such as behavioural theory, social cognitive theory, constructivist and social theories fall within the territory of psychological theories. Social learning theory is viewed as social performance in terms of never-ending mutual collaboration between cognitive, behavioural and environmental influences. Wenger's Social Learning Theory states that learning organisations emphasise on developing the potential of all staff members through self-development and staff development. This made the researcher to value the social learning theory and

regard it as the main focus for this study because its focus is on learning as a form of active and social mass participation, just like in teachers participating in CPTD activities learning collaboratively. According to Wenger (2007) communities of practice form when people engage in the process of collective learning in a shared domain of human endeavour. Subsequently, situated learning is about practical focus for research into inter-professional development.

The constructive theory is comprehensively utilised as a basis for teaching in an education sector. In cognitive constructivism, more emphasis is on the individual constructing knowledge through a cognitive process of analysing and interpreting experiences. The constructive theory is viewed as detailing an experiential framework for teachers. Scholars propose that professional learning communities should be implemented as a vehicle to engage school staff in meaningful learning, which can lead to increased and improved scholastic achievement in the 21st century. The researcher argues that the central intention of constructivism that was explored in-depth in this study is that partaking in CPTD activities means construction, creating, discovering and developing one's knowledge. Self-directed learning is described as a central concept in adult education and suggests that the locus of control in learning lies with the adult learner who may initiate learning with or without assistance from others because he/she possess a vast of life experience. According to Marsick (2001), self-directed learning typically occurs incidentally and informally when adults can draw on their life experiences to learn lessons from it. Workplace learning theory is a processes and outcomes of experiential learning that individual employees and a group of employees undertake with the purpose of acquiring the competence necessary to meet current and future work requirements, this caters the newly employed and experience teachers to be on par with their workload.

3.11 CONCLUSION

In this chapter, more emphasis was on the overview of the traditional and more contemporary learning theories. More focus was on Wenger's Social Learning Theory, Constructivist Theory, Self-directed Learning Theory and Workplace Learning Theory. A brief overview of Adult Learning Principles was also dealt with accordingly. Wenger's Social Learning is more about developing the potential of all

staff members through self-development and staff development. The Positioned Learning Theory offers a sensible focus for research into inter-professional learning. The Cognitive Theory puts more emphasis on the person constructing understanding through an intellectual procedure of analysing and interpreting experiences, as it emphasises on how learners construct their understanding through their experiences and their reflection on those experiences. Self-Directed Learning is unstructured and independent; it is more effective when combined with other learning methods to fully grasp the learning content. Workplace Learning is a process that is embedded in the production and organisational structures and draws from the Situated Learning Theory and communities of practice. Theory of action states out a set of underlying assumptions about how we move our organisation from its current state to its desired future. Andragogy focuses on the principle that adult learners should not be taught in the same manner as children. Instead, they ought to be trained in ways specifically designed for adult learners.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter strives to operationalise the theme of the research design and methodology in the current study and to authenticate the choices made in the study. The research design is applied so that the appropriate research method is used to ensure the accomplishment of the goals and objectives set out in Chapter 1. The research methodology is regarded as the general planning of how the research project is going to be conducted. The whole process involves providing a strategy or blueprint for the research and to empower the researcher to anticipate the applicable research design, and to warrant the validity of the final results. This chapter defines the research design and methodology that was used when gathering data to achieve the objectives of the study. According to Taylor (2000), a research design is destined to provide a constructed plan and strategy that pursues to search and discover answers to the research question.

4.2 RESEARCH PARADIGM

The epistemological claim adopted for this study is the interpretive hypothetical prototype. According to Kuhn (1962), the word paradigm was invented from the Greek word *paradeigma*, meaning pattern. He further states that the prototype is the whole accumulation of beliefs, ethics and techniques shared by supporters of a given community. According to Kuhn (1962), paradigm consists of theoretical ideas and technical processes that a group of scientists adopt and that are rooted in a particular worldview with its language and terminology. According to Neuman (2014), universally, a whole system of thinking including basic expectations is better known as a scientific prototype of the main question to be answered and the research technique to be used. In support of Kuhn's assertion, Babbie (2010) states that the paradigm includes theories, traditions, approaches, body of research and methodologies. According to Creswell (2014), the worldview is alleged to be a universal philosophical orientation about the world and the nature of research that is under study.

Classification of Research Paradigms:

According to Guba and Lincoln (1994), the fundamental beliefs that define a particular research paradigm may be summarised by the responses given to these three fundamental questions:

- The ontological question, i.e. what is the form and nature of reality;
- The epistemological question, i.e. what is the fundamental belief about knowledge (i.e. what can be known); and
- The methodological (axiological) question, i.e. how can the researcher go about finding out whatever he or she believes can be known.

4.2.1 Ontological assumption

According to Guba et al. (2011), ontology is concerned with reality that may be referred to as the study of existence. Ontology is concerned mainly with the extent of thinking that deals with the nature of being, the area of philosophy that asks what is and what the essentials of authenticity are (Kafle, 2011).

According to Neuman (2014), there are basic dual positions within ontology being the realist and nominalist. Realists view the world as being “out there”. They view the world as organised into pre-existing categories just waiting for us to discover. The realist hypothesis is that the “real world exists independently of human beings and their interpretations of it” (Neuman, 2014).

According to Neuman (2014), the nominalist believes that more or less interpretive systems are more impervious than others yet they hold that we can never completely remove the interpretive lens. According to Neuman *ibid*), nominalists maintain that we are always limited in how we can reach outside our inner thoughts, cultural background and subjectivity. Ontological beliefs are about the nature of reality that is discovered through the research’s answers to the research problem such as the effects of CPTD on teachers’ workloads in the Gauteng Province.

4.2.2 Epistemological assumption

According to Babbie (2011), epistemology is regarded as a Science of knowing how one should bring into line himself or herself in this specific argument on how one

should go about uncovering knowledge of social behaviour such as the effects of CPTD on teachers' workloads in the Gauteng Province. According to Guba et al. (1994), epistemology is viewed as the centre of fundamental knowledge in the form of how it can be assimilated and how it can be transferred to other human beings.

According to Cohen (2007), the understanding that stated knowledge being hard and impartial requires the researcher to be an observer together with a faithfulness to the methods of natural Science in order to realise knowledge as personal, subjective and unique. Kafle (2011) and Neuman (2014) state that epistemology is an area of philosophy concerned with the creation of knowledge that focuses on how we know what we know or what the most compelling ways to reach the truth are.

As alluded by Babbie (2011), epistemology is a Science of knowing or systems of knowledge that comprise of the things we need to do in order to yield awareness and what scientific knowledge looks like once we have produced it. Based on the assumption that epistemology is concerned with knowledge and the generation of knowledge, the researcher agrees with the persuasion that one has to truthfully have a good understanding of how the lives of individuals are affected by situations (Kafle, 2011).

The researcher is convinced that there has to be an understanding of the issues from the perceptive of those being investigated in their settings (Kgwete, 2014). Through interaction with school principals, School Management Teams (SMTs), four teachers and the School Development Teams (SDTs) in this study, epistemology is revealed.

4.2.3 Methodological (axiological) assumption

The methodological question states the researcher's contributions as those of co-creator of meaning. The axiological question in this regard is: in what way can the inquirer go about finding out whatsoever he or she believes can be known? One who carries own particular knowledge to the research and tries to develop an understanding of the entire phenomenon and a deep understanding of how each part narrates and is connected to the very same phenomenon as a whole. According to Aliyu, Singhry, Adamu and Abubakar (2015), this is the type of study in the form of

ground research, piloted within its natural settings in order to collect considerable situational data.

In this chapter, the research design and methodology are covered with the inclusion of strategies, instruments, sampling, population, ethical consideration and rigour information collection and analysis. The effects of Continuing Professional Teacher Development on teachers' workload in Gauteng schools were the main focus of this study.

The research approach was qualitative and adopted a case study design that used the interpretivist paradigm. Face-to-face interviews with the principals (4), teachers (4) and focuses group interviews with School Management Team (4), and the School Development Team (4) were conducted.

4.3 QUALITATIVE RESEARCH METHODOLOGY

According to Van der Merwe (cited by Garbers, 1996), qualitative research is viewed as a research approach meant to develop theories and understanding. Denzin and Lincoln (2005) define qualitative research as a situated activity that locates the observer in the world. They continue to say qualitative research encompasses an interpretive, naturalistic approach to the world. That is qualitative researchers study phenomena in their natural settings by trying to make sense of interpreting phenomena in terms of the meanings people bring to them.

Qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (Denzin & Lincoln, 2005). In order to achieve the aim of the study, the researcher chose a qualitative approach to gather information. This approach included interviews that helped in answering this study's research questions. Qualitative research, as propagated by Fraenkel and Wallen (1990), seeks to investigate the quality of relationships, activities and situations. Experienced, old and young teachers who are knowledgeable about CPTD participated in the study.

This kind of research methodology included direct observation, document analysis and overview, participant observation and open-ended, unstructured interviews. Worthen and Sanders (1987) characterise qualitative inquiry as a research approach that is both data gathering and analysis. It includes employing multiple data

gathering methods. These methods are participants' interviews, uses and inductive approach to data analysis. The researcher used one-on-one and focus group interviews that assisted in answering the research questions.

According to Worthen et al. (1987), the profits of qualitative inquiry are entrenched in its prominence on the description, obtaining real, rich and deep data that brightens everyday patterns of action and meaning from the perception of those being studied. Interviews were conducted in the participants' real world of work thus at their different schools. This methodology is defined as an approach that focuses on the qualities of human behaviour. Marshall and Rossman (1999) assert that this approach interprets the lived experiences of people.

Qualitative inquiry makes use of multiple data collection methods such as participants' interview as used in this study. According to Burns and Grove (2003:19), qualitative approach is viewed as "a systematic subjective approach used to describe life experiences and situations to give them meaning". This approach not only gave the researcher a chance to network with participants but also to perceive them in their natural settings. To investigate the effects of CPTD in teachers' workloads in Gauteng schools, it was essential to know teachers' understanding of the new approaches to CPTD on the workload of teachers. This is the approach undertaken by the researcher to conduct interviews for this study.

The qualitative approach necessitated being closer to the research subjects and relating the world through their eyes. The main aim was to get an in-depth description of the process or action and events, as Guba (1990) asserts. This approach enabled the researcher to see incidences through the eyes of the research participants. Teachers were able to relate the challenges encountered in the implementation of CPDT activities in pursuance of teacher development.

4.4 RESEARCH DEFINITION

Distinguished scholars working in different fields have proposed several research definitions. The Oxford Advanced Learners' Dictionary of Current English (1986: 720), defines research as a "systematic investigation undertaken in order to discover new facts and get additional information". Saunders, Lewis and Thornhill (2003) define research as something that people undertake in order to find out new things in

a systematic way, thereby increasing their knowledge. From the two definitions of research above, it is clear that research is a planned activity aimed at establishing new facts and information about a particular phenomenon.

Creswell (2012) defines research as a process of stepladders utilised to assemble and analyse information to intensify our understanding of a topic. According to Best and Kahn (1998), research is defined as a logical observation and explanation of the characteristics to discover relationships between variables. According to William (2007) research is a procedure of assembling, analysing and interpreting information in order to understand an occurrence. Qualitative research methodology is precisely the process that the researcher followed in gathering, analysing and interpreting the collected data. According to Babbie (2011), research has one purpose of developing generalisations to be used to clarify occurrences and to produce future occurrences by exploring, describing and explaining the topic. Research is regarded as the study of the tangible world setting to determine how people survive and flourish in their everyday life-world.

The study was conducted within the participants' world of work. Interviews were conducted to try to help solve their real-world life problems by investigating the effects of CPTD on teachers' workloads in the Gauteng Province. According to Saunders et al. (2009), the choice of this research process for this endeavour, establishes the study philosophies, approaches, strategies; choices of methods, time horizons and techniques and procedures, data collection and data analysis followed by the scholar during the research process.

According to Terreblanche and Durrheim (1999), the research process has three significant dimensions; ontology, epistemology and methodology or axiology. As per their thinking, the research paradigm is an all-encompassing system of interrelated practices and thinking that define the nature of enquiry along these three dimensions. The term paradigm originated from the Greek word paradigm, which means pattern. It was first used by Thomas Kuhn (1962), to denote a conceptual framework shared by a community of scientists, which provided them with a convenient model for examining problems and finding solutions. The term paradigm is often used to describe approaches to educational enquiry. According to Kuhn (1977) paradigm refers to a research culture with a set of beliefs, values and

assumptions that a community of researchers has in common regarding the nature and conduct of research.

As stated, the research project was an interpretive paradigm because the researcher wanted to gather a clear understanding of the world from the individuals' viewpoints. According to Cohen, Manion and Morrison (2000), the central endeavour in the interpretive paradigm is to comprehend the subject of human knowledge. The researcher chose this approach because it involves data collection, analysis and interpretation that was done at the same time. According to Burrell et al. (1979) in this paradigm, researchers attempt to observe ongoing processes to better understand individual behaviour and the spiritual nature of the world. According to Carr and Kemmis (1986), with the interpretive approach, the researcher does not stand above or outside but he or she is a participant-observer who participates in the activities and distinguishes the meanings of actions as they are articulated within specific social contexts.

According to Leedy (1997), the educational exploration design is a plan for a study, providing an inclusive framework for gathering data. This plan of the study guided the researcher in collecting data through interviews. According to MacMillan and Schumacher (2001), research is a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). Wenger's Social Learning Theory motivated this study as the learning by teachers that must always uphold the spirit of active participation in the collaborative and cooperative learning context.

According to MacMillan et al. (2001), the goal of a sound research design is to provide results that are credible. Dixon and Durrheim (2004) purport that a research design is a strategic framework of action that serves as a bridge between research questions and the execution or implementation of the research strategy.

This assertion suggests that when researchers have the intention of engaging in scientific research, they have to prepare a research design and follow it accordingly. The researcher prepared a research design and made sure that it was followed as it was supposed to be implemented without any deviation. This made this study to

achieve its aims. The design of exploration gave directions from the underlying philosophical assumptions to the research design as well as data collection.

Burns and Grove (2003) further mention that research design is defined as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Distinguished scholars allude to the fact that a research design shows which individuals will be studied, when, where, and under which circumstances they will be studied. According to Creswell (2009), the design is a plan for selecting subjects, research sites and data collection procedures to answer the research question.

The choice of design helped the researcher to accomplish the selected task quickly and systematically. According to Lemmer (2012) and Creswell (2014), the researcher's goal is to deliver results that are credible and trustworthy. Trustworthiness relates to credibility, applicability, dependability and comfortability of the research study. According to De Vos et al. (2011), transferability has to do with transference of the research findings from a specific situation or cases to another. As a way of ensuring trustworthy and transferability of this research, the researcher utilised face-to-face and focus group interviews as information collection strategies. In this study, transferability aimed at ensuring that information is shared and applied beyond the study setting.

4.4.1 Sampling

Sampling involves choosing an equitable number of individuals for a study in such a way that they embody the larger group from which they were selected. A sample is made up of individuals, items, and events selected from a larger group referred to as a population. According to Maxwell (2008), the drive of the sampling is to gain information about the population. For my study, purposive sampling was used in selecting the two primary schools and two secondary schools for collecting information through face-to-face and focus group interviews. The reason for selecting these four different schools is that teachers possess different experiences, their ages differ and their qualifications are so specific to the two phases and their participation in CPTD and this has different effects on their workload.

For this study, the sample comprised of principals (4) each one from the four schools, teachers (4) one from each school, School Management Team (4), thus one SMT member from each school, and School Development Team (4), one member from each school with a total of one member per school in each category. The sample came up to sixteen (16) participants. The researcher assumed that all these research participants possess diverse interpretations about the effects of CPTD on teachers' workloads in Gauteng schools. The researcher is currently an employee of the Department of Higher Education and Training and evaluates teaching qualifications for employment in basic education. Therefore, access to the schools was not problematic as he is familiar with some teachers. However, ethical clearance was still essential. This did not interfere with the trustworthiness of the data as all measures to ensure this scientific requirement were followed and the researcher had no personal attachments with any of the participants.

4.5 DATA COLLECTION

4.5.1 Gaining access

As a norm, before any commencement of data collection could take place, the researcher shall have negotiated for permission to do so with the person in charge of the institutions where he/she sought to collect data. These individuals included principals (4) each one from the four schools, teachers (4) one from each school, School Management Team (4), thus one SMT member from each school, and School Development Team (4), one member from each school with a total of one member per school in each category. Permission to conduct research was applied for at the Gauteng Department of Education (GDE). Immediately after approval was granted, letters were sent to the selected schools to ask for permission to interview the sampled research participants. In the letters, the researcher expounded in detail the resolve of the research and also sketched the ethical considerations that the researcher conformed to throughout the whole process.

4.5.2 Confidentiality and anonymity

In the letters of informed consent submitted to the research participants, the researcher assured everybody that the information they provided in the process of conducting interviews would remain anonymous and confidential. According to Babbie (2011), in adhering with the research ethical standards of protecting

participants' rights to confidentiality, the researcher undertook to use different alphabets in assuring anonymity of the geographical site and the information provided. The research participants were informed that the researcher would not divulge their personal information unless written consent from them was approved. Informed consent letters were explained in detail that the purpose of data collected would be used exclusively for an academic objective.

4.5.3 The ethical right to withdraw from the interviews

The research participants were guaranteed the right to withdraw from the interviews and the freedom to react if they considered them irritating, misleading, biased, thoughtless, and offensive. According to Cohen et al. (2007), by making use of the consent letters, the participants implied to have the facts to decide on whether or not to partake in the research project. The processes and procedures pertaining to how data were collected during interviews were divulged, as a voice recorder was utilised. Thereafter, consent from participants was obtained by asking them to sign a form indicating their understanding of its contents and how the research project was conducted and that they gave consent to partake (Cohen, 2007). This study was qualitative, therefore, the researcher developed and used an interview protocol for posing the questions (Creswell, 2014). According to Yin (2011), by using focus group interviews as a data collection method, the researcher preferred to use the protocol for questioning in order to be assisted and guided to collect data productively.

4.5.4 Interviews

According to McMillan (2012), an interview is regarded as another procedure of information collection plan in which questions are asked orally, and participants' responses are recorded, either verbatim or summarised. During the exploration process, the scholar assumed a communicating social role throughout the recording of collaboration during interviews. Both face-to-face and focus group interviews are perhaps the most widely used methods of collecting data in qualitative inquiry. The researcher entered the world of some of the people he worked with in investigating the phenomena. Therefore, both parties trusted each other and made the whole process work by forming a rapport (Bogdan & Biklen, 1998). According to MacMillan et al. 1993) being a research instrument, the researcher was expected to be disciplined and objective through self-examination and criticism of the obtained data.

To ensure that the investigation was conducted with high integrity, the researcher was expected to have good personal ethics throughout the study.

Typically, a qualitative interview is in-depth and semi-structured (McMillan, 2012). Semi-structured interview refers to oral, in-person administration of a standardised set of questions that are organised well on time. Each subject phrases semi-structured interview questions in a way that allows unique responses. According to Kgwete (2014), the researcher's choice of the kind of data gathering technique was based on its potential to give participants an opportunity to describe personal information in detail and allow an exploration of the meaning participants attach to their lived experiences.

There was a set time established for the interviews and questions planned before the interviews. In designing questions, the researcher made sure that all questions were accommodative. The researcher used semi-structured interviews so that they did not restrict the participants' opinions. Further, this was so they could probe into areas that arose during the interview sessions. After all, participants were interviewed and their answers reflected their perceptions and experiences about the effects of CPTD on teachers' workloads in Gauteng North District. Interviews enable participants to discuss their interpretations of the world in which they live and how they regard situations from their point of view (Trochim, 2009).

Direct verbal interaction existed among the interviewer and research participant, which has both advantages and disadvantages compared to self-report tests, inventories, and questionnaires. From the four schools, I steered one-on-one interviews with principals (4) one per school, conducted focus group interviews of each i.e. School Management Team (4) one per school, School Development Team (4) and teachers (4) one per school. According to McMillan (2012), the disadvantage of interviews is that, because they are expensive and time-consuming compared with other methods of data collection, the sample size is often small. By having insignificant examples, a high reaction rate is needed to avoid bias in the nature of the sample so that interviews can allow the collection of greater in-depth and richness of information. According to McMillan (2012), in face-to-face interviews, the interviewer can observe nonverbal responses and behaviours, which may indicate the need for further questioning to clarify verbal answers. At this stage, the

researcher is allowed even to pose a follow-up question on the research scheduled questions to clarify provided verbal answers while interviews are in process.

As a researcher, one always kept in mind that doing fieldwork means entering in a real-life setting with people carrying out their everyday routines. Not forgetting that the researcher is coming into the participants' space, time and social relationships as well. According to Thompkins, Sheard and Neale (2008), both face-to-face and focus group strategies of collecting information are seen as the gold standards of qualitative research methods. The researcher regarded interviews as a primary source of data gathering. That is why a voice recorder was used to record the proceedings and these were transcribed verbatim.

According to Cohen et al. (2000), the interview is not merely about data collection but it is about life and it is part of life. Participants were interviewed about their life experiences as practising teachers. In answering the research questions, the research participants were able to provide in-depth answers to the research questions and sub-questions. Thompkins et al. (2008) states that an interview strives to produce rich comprehensions of narratives, experiences, attitudes and feelings by allowing participants to express themselves in their own words. Research interviewees were allowed to use their own words in responding to the research questions. The researcher used face-to-face and focus group interactions on determining the views, experiences, beliefs and motivations of individuals on specific matters.

Before the commencement of the interviews, consent was implored from the participants about the usage of a voice recorder. After authorisation was granted, a short introduction was provided to give interviewees the aims of the research. Research participants were informed that the data collected would remain strictly confidential and private. The use of a voice recorder was helpful because it was greatly used during interviews to verify the accuracy of notes taken down in the process and allow the interviews to proceed without having to stop and ask participants to repeat their responses.

4.5.4.1 Focus group interviews

According to Cutcliffe (2000), the process of focus group interviews is well planned, structured and questions are also predetermined. This was done purposely for the study as the type of interview was chosen with the intention in mind of ensuring an in-depth analysis of the problem statement. The researcher selected sixteen (16), homogenous and manageable participants. A formalised interview was held and the contributors were briefed about the type of research questions that would be asked beforehand. The literature review considers the focus group as the primary type of moderately sized groups of six to nine persons (Yin, 2011). Through the given duration of the interview, a set schedule was followed to make sure that the time allocated was adhered to. The schedule was made available to all participants well on time so that they did not feel ambushed. The voice recorder was used throughout this process. All interactions with participants were captured, and data from the recordings were used for comparison to avoid falsifying information that could emerge in the process.

4.5.4.2 Aim and purpose of focus group interviews

According to Vanderstoep and Johnson (2009), the aim of choosing this data collection technique was generated by the assumption that a focus group has a synergistic group effect. The rationale for choosing this information gathering method was also based on the interest of the researcher to obtain different perspectives. According to Flick (2008), the phenomenon of investigation was viewed through the lenses of the interviewees and afforded the researcher a chance to connect the insight of the focus group participants by exploring their thoughts. According to Greeff (2011), this is done to prevent the researcher's prejudice and to tackle the occurrence under investigation without preconceived ideas. Having selected focus group for this study, high quality data in social context provided the understanding of the effects of CPTD on teachers' workloads in the Gauteng Province.

4.6. DATA ANALYSIS

According to Mouton (2006), the strategies of data collection were identified for this study namely, interviews referred to as primary sources of data and a literature review as a secondary source of data. The primary tenacity of collecting secondary data is for re-analysing the data and has the advantage of forcing the researcher to

be unambiguous about the underlying assumptions and data accompanying theories.

The contextual data of the four schools thus; two primary schools and two secondary schools, was provided first, then within that context the data from the interviews. The answers to all the questions were combined from all schools after a first coding and categorising of the verbatim responses. Data derived from interviews were used to help in summarising and paraphrasing the participants' responses through descriptive data analysis, to help to move between the domains of text to the domain of context.

The researcher started transcribing the interview data immediately after conducting interviews. According to Seidman (2007: 281), transcribing "...is a crucial step, for there is the potential for massive data loss, distortion and the reduction of complexity". As a way to avoid the loss of valuable data, the researcher definitely transcribed the voice recordings immediately after every interview.

The reason for this was that the interview proceedings were still fresh in the researcher's mind and the body language and other gestures of the participants were still also be clearly remembered. After transcribing data, the researcher personally cut and pasted the respondents' responses onto a chart according to the questions. This exercise made things easy for the researcher to classify commonalities and differences in the responses, and identified themes.

According to Creswell (2009), data analysis requires that the researcher be comfortable with developing categories and making comparisons and contrasts. To incorporate and refine the categories, the researcher used selective coding. Data were interpreted to identify its meaning and thereafter a research report was produced. Data analysis consists of dividing it into groups of sentences called manuscript segments and determining the meaning of each group of sentences (Cresswell, 2009). The researcher began detailed data analysis with a coding process, thus organising the materials into "chunks" before bringing meaning to those "chunks" (Goldring, 1993).

The researcher repeatedly read through the data in order to familiarise himself with such data. Having a grasp of these data gave the researcher an insight into what the

respondents were saying. The researcher then listened repeatedly to the voice recorded interviews and picked up some points that the transcripts were not portraying as important. The researcher established super themes that embraced many sub-themes and themes were analysed in terms of the research questions and literature. The investigator made sure that when data are analysed, they were free of distortion and fabrication. The researcher obtained a great complexness tallying depth and breadth to understanding of those that interrupt Continuing Professional Teacher Development on teachers' workload in Gauteng schools.

4.7. THE STUDY'S LIMITATIONS AND DELIMITATIONS

4.7.1 Limitations of the study

The research was limited to the Gauteng North District, with two primary and two secondary schools. The initial hurdle to overcome was to negotiate entry at different schools, as teachers may have felt that the researcher was there to judge whether they comply with teacher development policies or whether the researcher was there to see if they were conducting effective teaching and learning. The researcher prepared permission letters requesting to conduct the study so that entry was gained and not to endanger trust among the participants.

Some participants seemed not to have dedicated enough time to partake in the study because of staying far from the schools. The investigator's presence in schools did influence the participants to shape-up in accordance with the implications of teacher development policies' prescripts. Some participants were reluctant to share their experiences about the research topic. For some of them, it was the first time to participate in a research. The important limitation is that only an available number of participants that served as either school principals, teachers, SMT and SDT existed for interviews regardless of how many members served in these groups.

4.7.2 Delimitations of the study

The delimitations are those characteristics that limit the scope and define the boundaries of the study. Creswell (2009) defines delimitations as the way the study is tightened in scope. Delineations are in the researcher's control and they are factors that include the choice of objectives, research questions, variables of interest, theoretical perspectives that the researcher has adopted and the population chosen

to be investigated. The delimitation section of this study explicated the criteria of participants to enrol in the study. The geographic region covered in this study and the profession or organisations involved formed the delimitations in this study. Research projects about teachers in a school would not necessarily be applicable to farm schools because teachers are positioned in a school to teach learners in different classes only. Delimitations are also elements that can confine the questions the researcher can pose or the inferences the researcher draws from the findings. Delimitations drew the boundaries of this project as the researcher could not study everything at once due to time constraints. I decided to exclude the School Governing Bodies (SGB) because their scope of operation does not allow them to be involved with teaching learners in class. Learners were also excluded because they are at school to be taught by teachers, so would not be knowledgeable about the main research question.

4.8 CONCLUSION

This chapter outlined the research methodologies, research paradigms designs and strategic design used for this study. This also included how information was gathered from the research participants and the data collection techniques and information exploration methods that the researcher used and the ethical issues that were measured when gathering data from the participants. The justification for the choice and use of these methods of data collection was also explained. In qualitative studies, research participants are involved in their own world of work. Moral considerations taken by the researcher were clearly explained to the participants. Chapter 5 demonstrates and presents data following the procedures that were used during the information breakdown and interpretation of this investigation.

CHAPTER 5

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

In this chapter, the research findings are presented verbatim and typed in *italics* as they were recorded during interviews. To determine the effects of Continuing Professional Teacher Development on teachers' workload in the Gauteng province continued being the aim of the study. Subsequent to the first democratic elections in South Africa, we were ushered with transforming the education system that brought a lot of uncertainties and fresh approaches of engagement. Consequently, this became the focus of this study. Education planners and policy developers introduced new systems to teacher training and development. These are, Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD). IPET is about educating or training those aspirant teachers who want to become professionally qualified and who are studying towards completing their initial teacher qualification. CPTD is about developing and empowering already professionally qualified practicing teachers who want to be re-skilled, up skilled or deepen their subject knowledge by being lifelong learners so that their teaching can help learners produce improved scholastic results.

The main question for the study was: What are the effects of Continuing Professional Teacher Development effect on the workload of teachers?

The following were the research sub-questions:

- What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
- What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?
- What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?
- How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

Research participants are clearly distinguished from each other by means of these keys: The researcher's reasons for selecting these participants were because they were employed in the very same schools, so they were the most resourceful and knowledgeable research participants. To conceal participants' true identity, the following pseudo names were used: P (1-4), T (1-4), SMT (1-4) and SDT (1-4)

P1	Principal1
P2	Principal2
P3	Principal3
P4	Principal4
T1	Teacher1
T2	Teacher2
T3	Teacher3
T4	Teacher4
SMT1	School Management Team Member1
SMT2	School Management Team Member2
SMT3	School Management Team Member3
SMT4	School Management Team Member4
SDT1	School Development Team Member1
SDT2	School Development Team Member2
SDT3	School Development Team Member3
SDT4	School Development Team Member4

5.2 CONTEXTUAL DATA

This chapter presents data gathered through interviews where four schools were the research sites. These were two primary schools and two secondary schools. Therefore, one-on-one interviews with four principals and focus group interviews of

each were conducted with four School Management Team members: one per school and four School Development Team members and four teachers. Their responses were presented according to the order the schools were visited. Interviews were conducted with the use of a voice recorder. Preceding the commencement of the interviews, the researcher took it upon himself to explain to the participants everything about the intention of the study. The researcher managed to get a hold of all the identified participants who were to take part in the interviews as planned. The interviews were conducted after school hours for a duration of 30-45 minutes per session.

Their responses did not differ that much as the schools are all in a semi-rural area with learners, teachers and community members who experience same socio-economic factors where the schools offer the National School Nutrition Programme (NSNP). The context in which each of the schools is situated was a poverty-stricken area. The data were interrogated with the research questions in mind. A tremendous scenario emerged showing a positive picture about the way teachers welcomed the concept of CPTD in Gauteng schools. Even though the introduction and implementation of CPTD was not done equally and fairly, there are schools that took the initiative to uphold the new approaches to CPTD for the benefit of learners, schools and the communities they serve.

Utilising the analytical reading of the interview transcripts, the interview findings stand to be presented in a form of categories and themes. The participants' verbal responses are all typed in *italics* to differentiate them from the researcher's input.

5.3 CATEGORY 1: PRINCIPALS

The researcher was inquisitive about the knowledge possessed by the participants about the new approaches to CPTD on the workload of teachers. The interviews conducted with the school principals revealed a diversified understanding about the new approaches to CPTD. Some principals understood the new approaches as being the ways of helping teachers to advance awareness, skills and attitudes of teachers.

The following section reports on the findings during the one-on-one interviews with principals of schools who were this study's participants.

5.3.1 Theme 1: New approaches

The questions were split into two sections during the process of interviews to allow the participants to elaborate more on the question at hand.

What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?

P1 responded by saying, teachers are now able to initiate Professional Development activities. Before the dawn of democracy, teachers used to rely on the employer to decide and provide training without conducting teachers' training needs' analysis.

P1 said:

The following are examples of the new approaches to CPTD activities: school-based trainings, workshops, seminars and conferences.

During my interview with P2, they alluded to this; to avoid all these failures and improve teaching and learning, a thorough needs' analysis that will reveal teachers' preferred CPTD activities should be conducted before the start of any training intervention.

This is what P2 said:

Nowadays, teachers are regarded as architects of their Professional Development activities as some take an initiative of reading newspapers' sections that cover topics about their subjects. School teachers need to recognise themselves as lifelong learners and take greater responsibility for reflecting on and identifying their learning needs in a supported environment.

The findings by P3 are that the new approaches to CPTD activities as a global way of involving teachers in the participation of Professional Development initiatives. Teachers are exposed into different Professional Development activities of their choice. For example, teacher initiated, school initiated and departmental initiated training. All these are done in order for the school to provide quality teaching and learning. Proficient development is precarious for upholding uninterrupted improvement in teacher quality.

P3 said:

Teachers are able to attend school-based trainings, workshops, seminars and conferences". Not like in the olden days where under qualified teachers were supposed to attend in-service trainings of which some of them were not solving teachers' real work situation problems.

P4's understanding of new approaches to CPTD was that since they exist in a diverse world, teachers should be developed and empowered to be on par with the current educational changes.

P4 alluded to this in this manner:

As the principal I believe that, the developments that are taking place are indeed yielding positive effects on the workload of teachers in the classrooms.

5.4 CATEGORY 2: TEACHERS

5.4.1 Theme 1: New approaches

What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?

T1 displayed a great understanding of the new tactics to continuing professional development on the workload of teachers. T1 had similar opinions expressed by the previous participants.

T1 responded:

I view the new approaches as the introduction of more CPTD activities whereby teachers, need to be involved from the beginning to the end of Professional Development in all schools in Gauteng province.

T2 alluded to this, as much as teachers are to contribute positively to learner achievement, we ought to fully participate in lifelong learning for the benefit of learners, schools and the communities that we serve even if the action increases teachers' workload.

T2 said:

As teachers we need to value the significance of participating in CPTD activities because our participation will help in improving learner achievement.

T3 perceived the notion of Professional Development as being to develop and empower teachers who will be competent in their subjects. Of late, the indication is that a majority of teachers have a good understanding of the new approaches to CPTD activities by mere looking at their involvement even in their registrations with Higher Education Institutions (HEIs) for individual development.

T3 had this to say:

The rationale for introducing new approaches in introducing and implementing CPTD activities is to help develop and empower teachers to be masters of their own subjects.

T4 mentioned that according to their understanding of new approaches to CPTD, teachers are able to choose the type of training intervention they would like to attend.

T4 said:

Teachers are now able to exercise their democratic rights of choosing the Professional Development activities for themselves.

5.5 CATEGORY 3: SCHOOL MANAGEMENT TEAM

5.5.1 Theme 1: New approaches

The following section reports on the findings after conducting focus group interviews with SMT and SDT members.

What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?

SMT1 responded by saying:

The transformation of our education system, participation in CPTD activities, is approached differently than ever before. Before the introduction of these new

approaches to CPTD, teachers used to attend Professional Development activities that were decided by the Department with no teacher involvement in the initial stages of selection such professional activities.

SMT2 said in response to Theme 1:

In this era teachers should be originators of their professional activities that are in line with their developmental needs as such, activities should be teacher-centred. As instructors are involved in the selection of Professional Development activities that are to solve teachers' real work situation problems, teachers would become developed and empowered masters of their own subjects.

SMT3 made mention that their main role is to encourage their fellow colleagues, teachers, to undergo in-service preparation and workshops that are organised by the Gauteng Department of Education. By being lifelong learners, teachers would keep on improving to remain relevant in the system and contribute positively to learner achievement in their schools.

SMT3 said:

If teachers are not encouraged to remain lifelong learners by re-skilling themselves, they may be found wanting in the near future. As of now teachers are encouraged to be computer literate so that even those teachers who were Born Before Computers can now infuse computers in teaching and learning. With these new approaches to CPTD I understand my responsibilities to be to encourage teachers to ever be lifelong learners to benefit practising teachers, learner and the school.

SMT4 seemed to be in agreement with the above participants by saying, with the new approaches to CPTD, instructors should be continuously involved in initiating the types of Professional Development activities so that their contextual problems may be solved. Active teachers need to be kept abreast of the new developments in education by attending CPTD activities that would strengthen and deepen their subject's knowledge so they can enhance their teaching and learning.

SMT4 said:

In conducting training needs analysis, all stakeholders must be involved more so, learning opportunities produced commence with basic orientation for newly appointed teachers and gradually proceed sequentially through advanced training interventions.

5.6 CATEGORY 4: SCHOOL DEVELOPMENT TEAM

5.6.1 Theme 1: New approaches

What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?

SDT1 and SDT2 were in agreement when responding to Theme 1. These participants stated that they understand the new approaches to CPTD on the workload of teachers as the introduction of more CPTD activities whereby teachers need to be originators rather than recipients of their PD programmes. Moreover, both new and old, inexperienced and experienced teachers ought to participate in CPTD activities as lifelong learners so that they can contribute positively to learner achievement.

SDT2 reverberated these:

The dawn of democracy ushered workshops, seminars, meetings and conferences as new approaches in CPTD that require newly employed or practising teachers to attend. By participating in these new approaches, teachers would be developed and empowered either in classroom management, lesson presentation, learners' assessment or in leading extramural activities.

SDT3 responded by saying it is the responsibility of both teachers and SDT members to ensure that teachers are developed according to their training needs, more so in some schools where CPTD is not yet implemented fully. There are some teachers, if not the majority, who still grapple with these new approaches to CPTD. With a great workload, some teachers seem unwilling to participate as lifelong learners.

This is what SDT3 had to say:

As we are teachers as well, we need to value the significance of participating in CPTD activities because our participation will help in improving learner achievement. Attending CPTD programmes will afford us the opportunity to collaborate with other teachers from other schools so that there is cross-pollination of ideas.

SDT4 made mention that as they are living in a technological and developing era better known as the Fourth Industrial Revolution (4IR), teachers need to be continuously developed to assimilate Technology in their teaching. They can do this by being able to use smartboards, laptops, data projectors and being able to use different social media platforms. The rationale for the introduction of new approaches to CPTD helps our old experienced teachers to bridge the gap so that they can be acclimatised to the current methodologies of teaching and learning.

SDT4 further said:

CPTD entails workshops, seminars, conferences etc. that develop teachers to gain one's self-esteem by sharing newly acquired knowledge with their peers and by interacting with subject advisors or curriculum implementers. We also attend residential workshops, subject meetings where we discuss the settings of question papers as teachers who teach same subject. As teachers we as well attend information sharing meetings where we are able to share common ways of dealing with problematic sections pertaining to a particular subject content.

5.7 DISCUSSION

From the principals' responses, it became understandable that with the introduction of the new approaches to CPTD, more teachers become intrinsically motivated to participate in CPTD activities. Grown-up learners do not follow learning simply for the sake of learning, but because they need to instantaneously apply what they have learnt in real-life situations (Knowles, 1984). Teachers are now able to initiate Professional Development activities as compared with the olden days where the employer was the only architect of such approaches to CPTD.

According to Livingston (2014), a majority of practising teachers work in different local and school contexts with learners with different needs. They bring different

knowledge, skills, values and dispositions to their teaching approaches. Their teaching approaches need to be enhanced by teachers participating as lifelong learners. Zepeda (1999) states that adult learners have a tendency of feeling uninterested on any decision or activity when they feel the event is being imposed on them without their input in the learning process.

Principals were in unison about involving teachers in the participation of Professional Development initiatives. Teachers are exposed into different Professional Development activities of their choice. Engelbrecht, et al. (2015) concur with principals on the notion that staff development enhances teacher performance and that also has a positive effect on learners' achievements. Teachers have individual professional learning needs just like their learners who sometimes require teachers to consider the principle of individualisation in the class. The complication of teachers' diverse professional learning needs necessitates mixed learning tactics that provide access to knowledge, skills and expertise and research and to a potent mix of teacher educators (Livingston, 2014).

Principals agree with the notion of continuous Professional Teacher Development being critical for teachers during their teaching years. This is because it helps in sustaining continuous enhancement in teacher quality. According to Mokgalane (2017), Professional Development initiatives ensure that all Professional Development programmes contribute more effectively and directly to the improvement of teaching and learning.

SMT members are of the same idea as principals because according to the alteration of our South African education system, participation in CPTD activities is approached differently than before. Teachers should be the originators of their Professional Development activities. SMT members understand their role of encouraging teachers to participate in these new approaches to CPTD.

SDT members are of the same understanding with teachers that both SMT and SDT ought to be accountable in ensuring that teachers are developed according to their training needs to keep them relevant to the teaching fraternity. According to Phillips (2008), CPTD activities that are pertinent play a major part in the school improvement and mentoring programmes. These include new teacher induction and can enhance the benefits of sharing expertise across generations.

With the gradual innovations brought about by the Fourth Industrial Revolution (4IR), teachers, through the involvement of the SDT, need to be continuously developed so that they can integrate Technology in their teaching. Phillips (2008) attests that the Australian Council for Educational Research (ACER) refers to CPTD being as a vital element of policies to augment the quality of teaching and learning in Australian schools. SDT and teachers' understanding of the new approaches to CPTD is on the introduction of more CPTD activities whereby teachers and SDT members, as they are also teachers, need to be designers rather than mere recipients of their Professional Development initiatives. For CPTD activities to flourish, Steyn (2010) advises that careful nomination ought to be conducted for suitable participants who have the biggest need for this particular training intervention.

5.8 CATEGORY 1: PRINCIPALS

The following section reports on the findings during the one-on-one interviews with principals of schools and teachers.

5.8.1 Theme 2: Administrative barriers

“What administrative barriers frustrate teachers’ efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?”

P1 had also observed administrative barriers where teachers were involved with a lot of paper work and shortages of specialised teachers to teach specific subjects at the school. Classroom overcrowding is a serious problem in this district and it limits teachers from paying more attention to the slow learners who need special attention from their subject teachers for the sake of individualisation.

P1 commended by saying:

My observation is that teachers are involved too much with paper work that takes much time of their classroom interaction with learners.

P2 cited that teachers with too much workload, now and then they find themselves swamped by a lot of responsibilities. This is evident in the logic that if it happens that a teacher is absent from work, then the teacher is supposed to come up with a catching up plan that is implementable.

P2 said:

Regarding administrative barriers, the volume of work that need to be covered as per Annual Teaching Plan coverage it becomes too much to even keep records of learners with learning barriers. In some other instances teachers need to redo their learning activities so that such learners can catch up and benefit like all other learners in the same class.

P3 said when preparing lessons, teachers ought to make sure that their lessons cover all aspects of learners. For example, emotional support, academic support as well as social support because learners ought to live perfectly with versatilities as future leaders. In this study, an indication has been clearly made that knowledge acquisition is regarded as a societal activity where persons will experience improved learning as members of a team. Teachers are ever frustrated by the completion of the lesson observation instruments because they need to go to classes and teach rather than sitting down and completing forms.

P3 said that:

As teachers are social beings, with too much workload they sometimes found themselves barred from attending to family and social gatherings over the weekends because some CPTD activities are organised and attended on weekends. Teachers need to have time with their families and these Professional Development programmes pose some barriers that prohibit teachers from being lifelong learners". Attending CPDT activities increases teachers' workload and this makes some teachers to feel frustrated and become unwilling to become actively involved in lifelong learning.

P4 alluded to the standard practice of when learners underperform, teachers are blamed not the learners. It is as if teachers must perform miracles and make sure that learners' performance improves irrespective of the conditions they find themselves in.

P4 mentioned:

The departmental officials expect teachers to come up with a turnaround strategy on how to better and improve learners' achievement.

5.9 CATEGORY 2: TEACHERS

5.9.1 Theme 2: Administrative barriers

What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

T1 said that when the departmental officials visit their school for inspection, they want to see concrete evidence in the form of hard copies such as teachers' and learners' files. This seems to frustrate teachers all the time.

T1 went further and said:

As teachers we are now reduced to administrators with this issue of updating and filling of documents.

T2 mentioned that to be a good classroom administrator or manager, teachers need to couple that with computer literacy. However, with the crop of teachers in SA schools where most of them were BBC, this shortcoming seems to pose a serious barrier to the BBC.

T2 alluded to the fact that:

During tests or examinations circle we submit so many question papers that need to be typed and in subjects like Languages, there are so many tasks that need to be typed and with teachers who are said to be the BBC it causes strain on our school administration clerk. To try and alleviate this barrier the school has embarked on conducting school-based workshops to train Grade 10 teachers in the usage of computers to learn to integrate computers in their teaching and learning.

T3 said that insufficient infrastructure, classroom overcrowding, ill-disciplined learners, socio-economic factors and less maternal participation in their children's education pose huge administrative barriers to teachers. All these are the most prominent causes of administrative barriers that impede on teachers' contributions to improved learners' scholastic achievements. Classroom overcrowding makes

teachers' movements in between the rows impracticable. Therefore, some learners display unbecoming behaviour in class. It is very tough to deal with learners from economically challenged families where their parents have abdicated their responsibilities.

T3 alluded:

Most teachers in different subjects are expected to give learners, class and home work every day and they must personally mark or assess those tasks. For those learners who may seem lacking behind a teacher should come up with remedial activities for those learners who struggle in a particular subject and administratively, the whole practice becomes a barrier to teachers.

T4 responded that the introduction of the concept of CPTD gave birth to administrative barriers that serve as hindrances for teachers to participate willingly in the activities. CPTD brought about barriers in the whole notion of teachers being lifelong learners. Professional development activities anticipate teachers to personally update their CPTD points using their laptops, tablets and even their personal computers. Teachers who are computer illiterate find this activity adding more on their workload and this makes them reluctant to remain students of their subjects by being lifelong learners.

T4 reiterated that:

Teachers are still reluctant to take responsibilities for improving the shared practice of the profession because of these barriers. The reason being putting in place of Information Communications and Technology (ICT) in education where some teachers cannot cope with the current ICT expectations. That is why most of them show reluctance in accepting and carrying out their responsibilities. With rapid changes in the life of practising teachers like the infusion of Technology in education proved to be unquestionably essential for teachers to be computer literate.

5.10 CATEGORY 3: SCHOOL MANAGEMENT TEAM

The following section reports on the findings after conducting focus group interviews with SMT and SDT members.

5.10.1 Theme 2: Administrative barriers

What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

SMT1 revealed that for some CPTD activities to be decided and facilitated by external agents such as service providers, and some planned and organised by departmental curriculum implementers, they encounter administrative barriers because of teachers' workload. It becomes difficult to inspire teachers to partake in such Professional Development initiatives.

SMT1 said:

What I have found being a barrier in our school is over crowding of our classes because more often we find that more learners with learning challenges who seriously need special intervention for teachers. With too much paper work that turn teachers into administrators rather than being teachers who facilitate learning events in their classes, it become so difficult to consider the principle of individualisation in the class.

SMT2 stated that being the responsibility of teachers to develop learners holistically, they are at times unable to execute one's teaching and learning responsibilities. They are engaged with too much paper work to process and submit to the superiors. According to practising teachers' mandate of providing quality teaching and learning, teachers are aware that their teaching ought to develop learners in totality so that they become responsible adult community members. Through the drill method, learners are also taught to wash their hands with soap before coming out of the toilets and they are shown practically how to brush their teeth. All these activities take much from teachers' teaching and learning times as teachers play a role of being parents to these learners at school.

SMT2 alluded to the fact that:

Too much paperwork teachers have to deal with remains a thorny issue that prohibits some teachers from being lifelong learners. Administrative barriers I observed for now is the very too much paperwork teachers are involved in; this is because Head Office need a lot of information to be submitted in a form of hard copies as opposed to electronic copies. This put a lot of burdens on

teachers that sometimes make them to become unenthusiastic to become lifelong learners.

SMT3 mentioned that it becomes, challenging to assess learners' work because of the skyrocketing number of learners in classrooms. Therefore, overcrowding has adverse effects on teachers' contribution to the improvement of learner achievement.

SMT3 said:

As a Mathematics teacher with four classes per day and 50 learners in each class, looking at the activities to be covered per day it is just a huge mountain to climb as a teacher. Teachers who find themselves in this situation find it limiting to give extra work to learners with barriers in the subject because of the number of learners in class. It is also problematic to can organise morning or afternoon classes because of commuting learners who stay far away from the school, they are ever running for transport.

SMT4 alluded to the fact that administratively, it is so difficult to give learners textbooks to take home for their homework or even evening study because most of their parents are illiterate. During the winter season, both learners and their parents use textbooks as fire-making papers to warm themselves because of not knowing the value and financial implications incurred in procuring them.

SMT4 mentioned that:

Vandalised mobile classrooms without electricity are not conducive to teach in them as they are basically overcrowded with no space for teachers to move around the rows in giving individualisation to those needy learners. Shortages of classrooms and textbooks, few laptops in each department take a centre stage in the majority of schools in this district. Teachers who are computer illiterate find it hard to cope in this 4IR era.

5.11 CATEGORY 4: SCHOOL DEVELOPMENT TEAM

5.11.1 Theme 2: Administrative barriers

What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

SDT1 said a small fraction of teachers are computer literate in the school. Such teachers once requested a school-based or in-house computer literacy workshop so that they could be developed and empowered to integrate computers in their teaching and learning activities. As of now, the majority of those teachers can now operate computers with ease and some even confess that their workload is gradually reduced as they can enrol with Higher Education Institutions (HEIs) to upgrade or upskill themselves in their subjects or the phases they teach.

SDT1 said:

According to our teachers, the administrative barrier that frustrate most of our teachers is marking of the learners' books because of overcrowding of our classes. Ill-disciplined learners who don't want to cooperate by submitting their tasks late or even their class work books are sometimes not submitted. All these have a negative effect on learner's scholastic achievements, the school, community, the district and the Department are also affected badly.

SDT2 stated that learners who intentionally roam around the school's premises by bunking classes are seen as administrative barriers because they make teachers' classroom management unnecessarily difficult.

SDT2 indicated that:

When it comes to formal education you will discover some gaps, especially when the teacher gives tasks there are those learners that are ever not in class. This give us a little bit of anxiety because as a teacher you will never regain the lost teaching and learning time. Sometimes as a teacher one has to run around and pursue learners to come and sit down in class to write a particular task for the sake of compliance.

The findings by SDT3 are that theft is a worrying factor in this area because at the beginning of 2019, the department installed new computers and smart boards in all classrooms. However, all of them were stolen without a trace the following morning. Poverty and starvation are also barriers in this school as there are learners who rely solely on the National School Nutrition Programme. When they go home, there is nothing to eat. Consequently, they come to school the next day with empty bellies eagerly waiting for the share during lunch break that is provided at the school.

SDT3 reiterated that:

Administratively we always encounter problems with South African School Administration Management Systems (SAMS) when a teacher tries to punch marks in the system the system cannot accept a mark where a learner got zero and as a teacher you are forced to give spiritual mark of one or even two. As teachers we are ever at loggerheads with the administrators about these barriers and feel frustrated by the system.

SDT4 mentioned that late coming by learners remains a barrier in this school and this affects first and periods after the break. Some learners come to the classes smelling dagga while some come to class strolling still eating, knowing that there is nothing that the teacher will do. All these ill-discipline behaviours by learners defeat the purpose for the day, which is teaching and learning.

SDT4 said:

Overcrowding of classes causes teachers to be disciplinary failures and this makes Language teachers not able to check every learner's book and teachers would not be on par with Annual Teaching Plan (ATP).

5.12 DISCUSSION

All principals are of the same idea that as compared to pre-1994, teachers are faced with administrative barriers of being involved with a lot of paperwork that downgrades them to administrators than teachers who should spend most of their time imparting knowledge to learners. According to the principals, most teachers with too much workload now and then find themselves swamped by many responsibilities that reduce them to underperformers. These administrative barriers have also reduced teachers to social dwarfs, as some of them are unable to attend to family social gatherings, as said by one SMT member.

To avoid learner underperformance, principals agree that they ought to come up with a turnaround strategy better known as a school development plan. According to Moswela (2006), as teachers improve their teaching skills and methodologies, learners' standards of achievement are also elevated. Through participation in CPTD activities, teachers are introduced to collaborative learning as this type of learning is

viewed as a social learning theory that is about learning as a form of active and social participation (Wenger, 1999).

SMT members agree that for some teachers, participating in Professional Development activities they experience administrative barriers in the form of workload. That is why some teachers seem less concerned with participating in CPTD activities. According to Mushayikwa et al. (2009), educating the young ones, as a public profession, encourages teachers and increases their societal expectations to find ways to improve learners' achievements. SMT and SDT members are there to encourage teachers to remain lifelong learners so that their learners can achieve improved scholastic achievements, to show that teachers who are firm advocates of lifelong learning teach them.

According to Rosenholtz in Tzivinikou (2015), operative professional training leads to enriched school environments that will constitute communities that will allow learning and constant development of both teachers and learners. According to Bolam (2010), the well-structured developmental programmes pose the capabilities of leading to successful changes in teachers' practice, school and learners' improvement through their achievement. The issue of too much paperwork remains a thorny issue as it takes most of the teachers' teaching time. They have to complete some forms just for conformity to the departmental officials.

Classroom overcrowding seems a general administrative barrier as teachers alluded to it in most of the sampled schools. Teaching at a school with multicultural learners in multiple intelligence classrooms that are overcrowded, and disciplining learners becomes a substantial administrative barrier to both new and old teachers in such schools. Ill-discipline behaviours by learners in most schools impede teaching and learning. Both teachers and SMT members are in agreement that vandalised mobile classrooms without electricity are not conducive to teach in as they are ever overcrowded. According to Rachel et al., (2012) learners' misbehaviours retard the smoothness and effectiveness of teaching and also impede learning.

SMT, SDT and teachers are in unison that for those teachers who fully participate in CPTD activities and are computer literate, their workload is more reduced as they can integrate computers in their teaching. To have good class teachers in different schools, the majority of teachers need to be computer literate as most of their

administrative work can be done on computers; this may save time and energy. According to Adi (2010), the greatest significant learning feature in cooperative learning that is to be accomplished using ICT is interactivity and communication.

According to Engelbrecht et al. (2015), CPTD is commonly acknowledged as an obligatory tool for the Professional Development of Technology teachers. Insufficient infrastructure, classroom overcrowding, ill-disciplined learners, socio-economic factors and less parental involvement pose a huge administrative barrier to poor teachers in rural schools. SMT1 alluded to the fact that teachers should attend collaborative learning opportunities because when teachers sit together and discuss their subject matters, they are able to deal with their subject and contextual challenges by sharing standard practices. Teachers need to develop themselves through interactions with other teachers by attending workshops, seminars and conferences to learn from the best. By collaboratively learning, teachers will experience human-to-human interaction that will intensify their learning (Adi, 2010).

5.13 CATEGORY 1: PRINCIPALS

The following section reports on the findings during the one-on-one interviews with principals of schools and teachers.

5.13.1 Theme 3: Institutional barriers

What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

P1 responded by saying that her observation is that teachers seem unprepared to participate in CPTD activities because they do not see the value of being lifelong learners. The introduction of Integrated Quality Management Systems and CPTD created barriers to teachers carrying out their responsibilities. IQMS expects teachers to be developed but at the same time, CPTD expects them to be lifelong learners; to be re-skilled, up-skilled and deepen their subject knowledge.

P1 mentioned:

The two approaches ought to be brought together so that they can be implemented in unison.

P2 mentioned that the one common burning issue that serves as a barrier to teachers is the issue of classroom overcrowding in SA schools. Institutionally, this serves as a barrier to teachers that impedes them from achieving the set lesson objectives.

P2 had this to say:

The long serving teachers in our department show a negative attitude towards participation in CPTD activities, the reason being too much workload that leave them with little time to be lifelong learners. Due to this barrier some teachers are unable to assess learners according to the modern ways of assessing.

P3 responded by saying that the lack of resources in the school created barriers that make teachers have not time for participating in CPTD activities. The nonexistence of professionally qualified teachers to teach the subjects offered in the school also causes classroom overcrowding for those qualified teachers. All these preclude them from being lifelong learners. Insufficient infrastructure affects teachers severely as they teach in overcrowded classes. Additionally, it is impossible to apply the principle of individualisation in such classrooms.

P3 reiterated by saying:

All these barriers have a negative effect to our results because of too much workload that some teachers cannot handle. With the call for all teachers to be competent in the usage of ICT our school's infrastructure need to be drastically improved. Our classrooms need to be inviting inside and outside as these serve as barriers to our teachers who cannot execute their responsibilities as expected.

P4 said that being part of Professional Development, teachers are urged to personally update their CPTD points online through the use of laptops, tablets and personal computers. Teachers need to be originators of their learning events that will solve their real-life problems. That is what we practice in our school and teachers who have attended workshops at the district return willing to organise school-based workshops to share information with the others who did not attend such Professional Development interventions.

P4 indicated that:

The whole exercise calls for teachers to be computer literate so that they can fully be involved in the updating their CPTD points online, without seeking help from others. I should not hesitate to mention that the environments in which teachers teach, are not conducive but teachers manage their times in such a way of being able to attend Professional Development initiatives more so, many of such interventions have been initiated by teachers themselves.

5.14 CATEGORY 2: TEACHERS

5.14.1 Theme 3: Institutional barriers

What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

T1 responded by mentioning institutional barriers similar to those administrative barriers alluded earlier by other participants. These are classroom overcrowding, ill-disciplined learners, teenage pregnancy and low-income family background, illiteracy and lack of parental involvement.

T1 alluded to the fact that:

For not having computer labs in some schools it created institutional barriers that inhibit teachers in integrating computers in their teaching. Most teachers still display a fear of computers because they were not exposed to these gadgets during their schooling days, so they are computer illiterate.

T2 said what was a significant barrier in the school is classroom overcrowding because more often than not, they find that more learners who have learning challenges need teachers to individualise their teaching.

T2 said:

Learning how to use computers remains prominent learning through memorisation as it permits learners to experiment their learning processes, being interactive and having fun with Technology.

T3 realised that most of their peers struggle with managing their classes. Teaching at a school with multiple intelligences and multicultural learners in overcrowded

classes, and disciplining learners becomes a considerable challenge to both new and old teachers.

T3 had to recap by saying:

Our normal teacher learner ration is 1:40 but because of mushrooming informal settlements in our area, we are often forced to stretch the ration to 1:60 and this cause our classes to be overcrowded which had created barriers in disciplining learners.

T4 asserted to the institutional barriers that, there are many submissions to be made and it seems that teachers have been turned into administrators and they have been reduced to mini teachers who cannot fully participate in CPTD activities.

T4 said:

We are now faced with too much paper work that interferes with most of our daily teaching and learning time.

5.14.1.1 Classroom overcrowding

T1 reiterated that classroom overcrowding is a general barrier experienced by the majority of teachers in SA schools. This makes it difficult for teachers to pace their lessons so that they can run concurrently with the Annual Teaching Plan.

T1 said:

It is so difficult to individualise learners who need more attention from subject teachers as the milieu is not conducive for teaching and learning to proceed smoothly.

5.14.1.2 Ill-disciplined learners

T2 mentioned that misbehaviour by ill-discipline learners in the class, mainly chatting among themselves on irrelevant topics, disrupts the lessons and it makes teachers' work too difficult.

T2 said:

With the abolishment of corporal punishment without an alternative to it teachers feel disempowered having to deal with learners who ever disrupt classes knowing that there is nothing major the teacher can do to discipline

them. Institutionally, this pose a huge barrier to teachers as it makes their duties difficult.

5.14.1.3 Teenage pregnancy and low-income family background

T3 said that teenage pregnancy is the order of the day in their school. This is because many learners are from child-headed families with a low-income family background as some of their guardians work far away from their homes and they only come home month-end.

T3 said:

Normally learners who are affected by socio-economic problems, they normally fall in love with wealthy old men or “sugar daddies” who can take care of their social needs. Learners from poverty-stricken families come to school hungry eagerly waiting for their first and last meal of the day as our schools do have feeding schemes.

5.14.1.4 Illiteracy and lack of parental involvement

T3 alluded to illiteracy being the driving force of the lack of parental involvement because such parents who are illiterate, know less about the value of being involved in their children’s education. It is as if parents have abdicated their responsibilities to teachers who become secondary parents to learners during the day. These teachers guide learners into responsible adulthood.

T3 said:

As a teacher, I sometimes feel being overburdened with too much responsibilities at school that make me reluctant to be a lifelong learner. Through drill method learners are taught to wash their hands with soap before coming out of the toilets and they are also shown practically how to brush their teeth. All these activities take much from teachers’ teaching and learning times.

T4 stated that teachers cannot give learners textbooks to take them home as most of their parents are illiterate. During winter months, they turn those textbooks into fire-making paper to warm themselves as they do not know the value of the textbooks.

T4 responded that:

This unbecoming behaviour by parents has been caused by the old order, Apartheid because blacks have been marginalised for some times.

5.15 CATEGORY 3: SCHOOL MANAGEMENT TEAM

The following section reports on the findings after conducting focus group interviews with SMT and SDT members.

5.15.1 Theme 3: Institutional barriers

What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

SMT1 said that in organising school-based workshops for the benefit of newly appointed teachers, it is not as easy as one may think because the school's budget serves as a deterrent and a barrier to teacher development.

SMT1 had to say this:

Teachers' workload act as a barrier as most of them stated it as the reason for not participating in CPTD activities.

SMT2 alluded to the fact that they usually receive requests from some teachers that they organise school-based ICT workshops. The workshops were facilitated by our district ICT curriculum implementer with almost 98% attendance. With training effect conducted, it was discovered that the workshop yielded the expected results and Return-On-Investment (ROI). This is because all those teachers who attended the workshop are now confident that they can incorporate computers in their teaching.

SMT2 mentioned:

Most of the work that we do need to be captured electronically nowadays as opposed to manually and it is when you will realise that teachers who are not yet competent in the usage of ICT experience a lot of barriers. This is the area which I think we need to advance a beat to make our work a little beat easier by removing this barrier as members of SMT in this school. Those teachers in their schools who are unable to operate a computer find it difficult surviving in this technological environment.

As per SMT3's assessment of the situation, burglary is the order of the night because of the socio-economic factors in this area. Absenteeism by learners is also high at the school, especially on Mondays. When teachers try to find out why there is a high absenteeism rate from learners, they are told that when their parents are drunk, they are ever engaged in fighting over the weekend. The other reason was that because the local municipality did not deliver water, they could not wash their school uniform including their clothes.

SMT3 said that:

As a teacher myself, I found it difficult to pace my lessons to run concurrently with the ATP as it must be followed accordingly. I discovered that with heavy workload that we have it is really not easy to become a lifelong learner. There are contextual factors that have a negative effect on our workload for example; extramural activities that are not part of our ATP but they need our participation in guiding and leading learners to help unearth their talents.

SMT4 alluded to the fact that she had been observing teachers struggling to execute their responsibilities by teaching learners in the overcrowded classes. They have to do quality marking in these not so inviting classroom situations that pose a lot of barriers. For some teachers leading in extramural activities seems to be a barrier because as soon as it is school out, most of them display a need to go home to rest. Therefore, giving them extra responsibilities makes them feel overburdened with a heavy workload.

SMT 4 had this to say:

Teaching overcrowded classes restrict the movement and interaction of teachers in class with their learners. Classroom management becomes difficult to execute one's duties, as a teacher one has to only stand there at the front with limited chances to attend to learners individually. This type of classroom situation breeds disciplinary failures in schools. Monitoring and evaluation of the implementation of CPTD is important in checking whether people are doing the right thing.

5.16 CATEGORY 3: SCHOOL DEVELOPMENT TEAM

5.16.1 Theme 3: Institutional barriers

What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but also the shared practice of the profession?

SDT1 mentioned that institutional barriers that they encounter are those learners who are ever between their homes and school but never at school and seem unaware that time wasted will never be regained. It is difficult to assess their tasks regularly and be able to correct where they have attempted tasks incorrectly as they are hardly in class.

STD1 said;

In our school we are faced with a lot of barriers like; ill-disciplined learners, learners on substance abuse, learners who cannot read and right and teenage pregnancy. As most of our learners are teenagers who most of them start to experiment substance abuse and sexual activities all these pose great barriers to teachers.

SDT2 differed with SDT1 by bringing to light the issue of township schools that have many barriers as compared to rural schools. The Department tries its level best to provide us with all the necessary tools of the trade that are needed. Nonetheless, the very kind of learners that we teach are barriers themselves. With overcrowded Mathematics classes, teachers find themselves experiencing a backlog of unassessed books as they have to give classwork and homework every day of the week.

SDT2 said that:

Attending CPTD activities increases teachers' workload that frustrate more teachers hence, some teachers become reluctant to attend Professional Development workshops.

SDT3 said for CPTD activities to be effective, professionals need to be designers of their Professional Development activities so that teachers may feel valued as relevant stakeholders, who may be encouraged to take the lead in sharing or cascading information to colleagues back at their respective schools.

SDT3 alluded to the fact that:

Teachers need to be exposed to all different types of CPTD activities so that some of them can be re-skilled to offer new subjects and some can deepen their different subject knowledge.

SDT4 reiterated that one of their roles is to develop teachers in-house so that they can improve their teaching strategies, and be able to share some standard practices that can help in improving their learner achievements. To also help in mentoring newly employed teachers in improving their teaching and learning in class to improve learners' achievement.

SDT4 said:

By so doing active professionals work collaboratively with their peers and are continually learning and growing in ways that improve the teaching practice and enhance learning.

5.17 DISCUSSION

P2 responded differently from others on institutional barriers by mentioning that according to his observation and experience of working with teachers, some teachers seem ill-prepared to participate in CPTD activities. The reason stated is that they do not see the value of being lifelong learners. According to Opfer et al. (2010), the fundamental to the effectiveness of CPTD is teachers' commitment that influences their capabilities for and attitudes to professional learning. According to Mizell (2010), ongoing Professional Development activities help teachers define the best pedagogical approaches for the betterment of learners' learning processes.

The principal also made mentioned the introduction of Integrated Quality Management Systems and CPTD as being to eradicate barriers to teachers in carrying their responsibilities. The other principals argued by saying, the nonexistence of qualified teachers to teach the subjects offered in the school also causes classrooms overcrowding because in some schools, two classes are combined to make one unmanageable class. All principals agreed that insufficient infrastructure affects teachers institutionally even if the needs of the schools differ

contextually. According to Kate (2010), many institutional barriers include budget constraints, scarce resources and the crowded curriculum itself.

School principals alluded that the issue of teachers personally updating their PD points online as part of Professional Development poses a severe institutional barrier because most teachers were BBC. As per the norm, teachers registered at the SACE have to earn PD points by selecting approved CPTD activities that meet their developmental needs (National Education Policy Act, 2007). They grew up with that fear of computers. This fear is very difficult to eradicate out of their minds. To help in doing away with this institutional barrier, principals agree that teachers need to participate in their preferred CPTD activities by being originators of their learning activities. According to Adi (2010), Information and Communication Technology (ICT) permits the human components of schools such as principals, teachers and learners to get tangled in the collaborative learning and forming learning communities.

According to Merriam et al. (1991), for adult learners to show that they are intrinsically motivated, they can use learning opportunities to build new social relationships with their peers. To show that they are motivated to be lifelong learners, after attending workshops at the district, teachers return full of vigour to organise school-based workshops for sharing information with the colleagues who did not attend workshops at the district. According to Essel et al. (2009), it is the accountability of teachers to inculcate in their learners, the motivation for lifelong learning as this could go a long way in building the suitable human resources for the nation.

Both SMT and SDT agreed on the issue of budgetary constraints as limiting them in organising school-based workshops. Teachers were also in unison that the limited school's budget serves as a deterrent and an institutional barrier to teacher development. Teachers' workload acts as a barrier as most of the participants responded, by saying that it serves as a deterrent and as the reason for them not participating in such initiatives of being lifelong learners. According to Ngala et al. (2010), scholars have reported a robust association between involvements in staff development with teachers' effectiveness. Teachers who participate in Professional Development activities gradually become effective in their learners' scholastic achievements as opposed to teachers with minimal participation in CPTD activities.

According to Mestry et al. (2009), both staff development and training are regarded as critical components of school improvement.

As compared to urban schools, the schools that the researcher visited almost all respondents mentioned that with limited tools of the trade provided by the department, they as well serve as institutional barriers. The most barriers in schools comprise teachers owning low levels of self-confidence or interest in teaching a particular subject (Kate, 2010). Some schools are playgrounds for burglars as schools may install computers and smart boards today and the next day they are all stolen without a trace. To teach ill-disciplined learners in overcrowded classes where teenage pregnancy is rife because of low-income family background with a lack of parental care, pose a severe barrier to teachers. Teachers from such schools show less motivation for being lifelong learners through participation in CPTD activities.

5.18 CATEGORY 1: PRINCIPALS

The following section reports on the findings during the one-on-one interviews with principals of schools and teachers.

5.18.1 Theme 4: Teachers' workload

How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

P1 indicated that to effect Professional Teacher Development on teachers' workload successfully, they made sure that job allocation was done according to the prescripts. This helps in improving teaching and learning that also makes classroom management easy for teachers and reduces teachers' stress levels. They become more focused on strategies that will improve learners' achievement.

P1 said that:

At our school when allocating responsibilities, including subjects to teach, we make sure that teachers are not misplaced but they teach the subjects they specialised to teach.

P2 alluded to the fact that developed teachers are empowered teachers who can deal with their workload with ease.

P2 said:

This morning I was addressing teachers and my main emphases were that CPTD ensures that teachers remain focused in their pursuit to deliver quality teaching and learning for improved learner' achievements.

P3 said:

Such teachers ever display a commitment to their responsibilities with limited complaints and they serve as good examples to young and newly employed teachers. They are significant assets of the school because they are ever willing to be utilised anywhere for the good of the school, be it afternoon study supervisors or controlling the school's gates during breaks.

P3 stated that:

From where I am now, I am of the idea that if teachers can passionately embrace the concept of lifelong learning schools will have motivated teachers who never complain of allocated workload.

Classroom overcrowding at their school poses a barrier to teachers because there is only one high school and two primary schools in this area. With the teacher-learner ratio of 1:50, it becomes problematic to provide individual attention to learners in class with such a workload. Having to teach ill-disciplined learners creates barriers because such learners are not prepared to take instructions from teachers. According to the principal's observation, it is as if their parents no longer take that responsibility of inculcating good morals to the children by disciplining them for wrongdoing at home.

P4 said that:

Literacy levels of our parents leave us ever frustrated by this too much workload and that is why some teachers resign from teaching before their actual retirement age. In this school long serving teachers show a negative attitude towards participating in CPTD activities the reason being too much workload. Teachers who led extramural activities seem reluctant of being lifelong learners as they also regard their workload as administrative barriers.

5.19 CATEGORY 2: TEACHERS

5.19.1 Theme 4: Teachers' workload

How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

T1 stated that with some of the teachers having long service and experience in the school, they used to participate with a lot of vigour in teachers' development programmes irrespective of their workload. During the introduction of CAPS, all teachers were invited to attend workshops so that they could be on par through the latest developments in their subjects.

T1 had this to say:

As teachers we felt that the departmental officials misinformed us that such workshops were SACE accredited, meaning we were to earn points that will reflect on our earned point's data base. This made us feel demotivated and no longer wanted to attend such workshops with vigour. A developed teacher is an empowered teacher who is able to deal decisively with his/her workload.

T2 responded by asserting that, the advantage that they pride themselves in the school is the experienced and highly qualified teachers employed in the school. These teachers indicate a willingness to be utilised as school-based facilitators of training interventions. There is a highly qualified ICT teacher who usually takes care of school-based ICT training intervention facilitation. Consequently, most of the teachers are computer literate with a minimal workload.

T2 said that:

Most teachers in the school participate in CPTD activities that are well facilitated and IQMS is also effectively implemented not just for compliance but so that the school could benefit through improved learners' scholastic achievements. Teachers can benefit if IQMS is not used as punitive measure or to punish teachers but it is implemented to develop and empower teachers.

T3 mentioned that participation in CPTD activities by most teachers in the school has a positive effect because as teachers continuously attend these professional programmes, learners' scholastic results show a significant improvement. As a way

of showing appreciation and acknowledgement, our school was quoted in the department's quarterly newsletter as the most improved school.

T3 said:

The workshops that are organised internally or externally help a lot in developing and empowering us and through all these endeavours, as teachers we feel relieved of our workload and we are able to improve learner achievements. This is evident example about learners who are taught by teachers who participate in CPTD activities show a great improvement in their scholastic achievements.

T4 alluded to the fact that by attending the Professional Learning Committee (PLC) activities, teachers can learn new ways of presenting a particular topic and emerge from such Professional Development activities as agents of change. After teachers attend such training interventions, they implement new teaching strategies or approaches that effect positively on their teaching and learning as they also return having gained their self-esteem.

T4 said:

In our school not so many Professional Development programmes are being attended. Based on the class visits conducted there is a great need to develop and empower teachers in different subjects and in extended roles as a way of alleviating their workload. A school that employs teachers who are continuously developed doesn't struggle with classroom management and discipline. If majority of teachers have a good grasp of their subjects, then learners should show confidence in their teachers and they perform better than ever before.

T1 and T2 concurred that usually schools that encourage teachers to be lifelong learners produce good and excellent scholastic results. This is evident that teachers' workload seems not to be a limiting factor aimed at teachers to participate in CPTD programmes. Teachers who have been in service for long show a negative attitude towards participating in CPTD activities the reason being too much workload. With the introduction of the new curriculum, it remains SMT and SDT members' responsibility to ensure that teachers are re-skilled and upgraded to offer the new

curriculum. Members of SMT ought to always encourage teachers to remain lifelong learners at all times of their teaching career. By encouraging teachers to participate in CPTD activities, learners' achievements show great improvement and schools become primary beneficiaries as the literature review revealed.

T1 attested that:

SACE has introduced PDP that teachers earn by attending Professional Development workshops organised by the Department. As a teacher one has to complete and record online 360 points. Teachers are encouraged to fully attend these types of Professional Development initiatives because by attending they will receive certificates of participation as proof that one has attended.

T2 said that:

At the beginning of this year she was allocated to teach Tourism of which she did not specialise to teach it and the previous day she attended a workshop and she now feel empowered that she even goes to class with full confidence that yes, she is ready to conduct practical assessment for the term. With this type of training intervention, she is now confident and able to teach better and differently.

5.20 CATEGORY 3: SCHOOL MANAGEMENT TEAM

The following section reports on the findings after conducting focus group interviews with SMT and SDT members.

5.20.1 Theme 4: Teachers' workload

How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

SMT1 mentioned that every quarter they conduct their management and control in terms of class visits. Even if sometimes they are not able to visit every teacher, but per term, they sample certain teachers so that they can get an overview of what is happening in their classes.

SMT1 reiterated that:

Based on the findings a report is compiled and where there are some weaknesses in individual teachers, such weaknesses are addressed during staff meetings and come up with turnaround strategies to make their schools to be better places to be.

SMT2 alluded to the fact that an opportunity is created by having school-based workshops or training by giving a platform to talented teachers who excel in some subjects or extended roles to assist their peers. They encourage peer or collaborative learning that helps a lot because teachers showed the importance of working as a team. In addition, there is an indication that they like being team players. Participants viewed teamwork as not the only way of learning from others but as a way of sharing standard practices for the improvement of their contribution as school teachers.

SMT2 said:

Teachers are evaluated twice per term, that is once per circle and class visits are conducted with the control of learners' books in my subject to check whether teachers are on par with their ATP. Teachers are also evaluated informally everyday by just getting into a classroom when a teacher is in a particular class as a way of supporting that teacher not for witch hunting. In doing this we are able to pick up some of the teachers' shortcomings that we can quickly address instantaneously at the end of the lesson.

SMT3 mentioned that, after having found out that some teachers struggle with handwriting, one gets an opportunity to intervene with one's knowledge, experience and years of service in the sector and it becomes easy to intervene. Moreover, we monitor teachers' performance through IQMS, which aimed at augmenting and monitoring the workload of teachers. We usually find teachers welcoming this type of interventions with open minds and ready to accept their shortcomings, thus be relieved of their excessive workload.

SMT3 said:

After having realised that there are challenges and gaps in the school, we make sure that CPTD activities are facilitated every fortnight. Guided by IQMS ratings of our teachers where they scored level 1 or 2 and these serve as

indications that they are having some challenges. We then coordinate some interventions through the facilitation of CPTD activities in the school keeping in mind of their workload.

SMT4 concurred with SMT3 by saying that teachers do benefit in some of the developmental activities. As an indication to that, when returning to school, some can organise school-based workshops to impart or share the knowledge gained from a particular training intervention. The only obstacle that prevents more teachers from participating in such CPTD activities is that in Gauteng, they use after school hours, school holidays and weekends to attend Professional Development initiatives. This arrangement affects teachers negatively as some of them have to attend to personal and family matters.

SMT4 commended that:

Teachers show a great enthusiasm of being lifelong learners by being able to handle their classes and learners' scholastic achievements show an improvement. Recently one of my teachers in our department attended an Agricultural Science workshop organised by Tshwane University of Technology (TUT) and came back to implement the strategies and new knowledge on how to teach Agricultural Science. We encourage teachers to participate in such initiatives as they seem to be beneficial to the school, learners and the community.

5.21 CATEGORY 4: SCHOOL DEVELOPMENT TEAM

5.21.1 Theme 4: Teachers' workload

How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

SDT1 alluded to the issue of taking upon themselves in continuously upgrading their qualifications to gain more subject knowledge and teaching strategies, in order to become better developed and empowered teachers. However, the majority of teachers showed passion in attending any form of Professional Development intervention organised at the school or district level.

SDT1 said:

My engagement in lifelong learning motivates other teachers both new and old that one is never too old to learn. Learners who are taught by professionally qualified teachers achieve above average, this is evident that such teachers' workload seems not to pose a burden that inhibit them to be lifelong learners who contribute positively to learners' achievements.

SDT2 mentioned that as an experienced senior teacher, his responsibilities include guiding teachers in lesson plans, lesson presentation and classroom management. For those teachers who indicated training needs in their APP, SDT members coordinate such intervention programmes to address teachers' needs. The belief is that schools that take the implementation and participation in CPTD programmes as everybody's business can produce improved scholastic achievements.

SDT2 said:

To ease teachers' workload, I observed that the SDT members at the neighbouring school are trying very hard by attending to teachers' developmental needs that are highlighted in their personal developmental plans. By learning new teaching strategies as teachers we able to integrate current innovative resources that are used to enhance teaching and learning. We are now able to use smartboards and tablets that eased our workload.

SDT3 highlighted that, with continuously developed teachers who are masters of their subjects, they produce learners who can compete with learners from other schools by showing improved results. This calls for the entire school community to recognise the importance of teachers' participation in Professional Development activities because all these are for the benefit of all stakeholders. To show that these types of training interventions yield good results, teachers volunteer to organise school-based workshops to impart the knowledge, skills and attitudes gained from a particular CPTD activity.

SDT3 had this to say:

In allocating subjects to teachers the SMT does consider that teachers should not be overloaded so that they are afforded an opportunity to also participate

in CPTD activities for the benefit of learners, school and the community. Teachers are allocated to teach the subjects they specialised to teach and such teachers seem to be real assets in our school.

SDT4 stated that as teachers develop themselves in their subjects, they feel their workload gets reduced or minimised and more of them become lifelong learners who produce improved learners' achievements.

SDT4 said:

I view participation in CPTD activities as encouraging professionalism in a way that a developed teacher will not focus on issues that will never benefit the school community.

5.22 DISCUSSION

Principals and SMT members concurred that for them to successfully effect CPTD on teachers' workload when allocating responsibilities to teachers, they make sure that it is done according to the regulations stated in PAM. By employing this lawful regulation of job allocation, it helps in the improvement of teaching and learning that also makes classroom management easy for teachers and reduces teachers' stress levels. Consequently, they become more focused and improve learners' achievements. According to Mathibe (2007), as the school principal is regarded as a human resource manager, he or she needs to put in place mechanisms for nurturing and unfolding teachers' potential to improve learner achievement. One of the principals alluded to the fact that developed teachers are empowered teachers who can deal comfortably with their workload. According to Pitsoe et al. (2012) teachers' day-to-day familiarities with the milieu they interact with, shapes their understanding and in turn their understanding shapes their experiences.

In highlighting their duties and responsibilities, all SMT and SDT members are in agreement that they should conduct class visits per quarter as a way of managing and controlling the schools. Out of such class visits, SMT and SDT members can generate reports that clearly state problematic areas where teachers need help. These exercises help in determining teachers' training needs so that when the department calls for nominees for CPTD training interventions, then teachers would be trained according to their individual training needs. That is why the issue of

teachers being architects of their training is essential because training teachers according to their needs would solve their contextual problems as opposed to training just for the sake of training. According to Steyn (2008), proficient growth in teachers occurs when a PD programme acknowledges teachers' personal and professional needs. As teachers develop themselves by re-skilling, up-skilling in their different subjects and phases, a majority of them would feel relieved of their heavy workload that generally makes them unwilling to participate in CPTD activities. According to Villegas-Reimers (2003), CPTD activities contribute immensely to the professional growth of a teacher as a result of attaining increased experience after examining their teaching systematically.

Teachers, SMT and SDT, shared the same views in saying schools that encourage teachers to be lifelong learners produce good and excellent academic results. According to Mestry et al. (2009), intensifying the quality of teacher performance through Professional Development programmes is essential for our learner performance. In participating in CPTD activities, teachers are afforded an opportunity to learn collaboratively where they can share standard practices. According to Kemmis in Yuen (2012), teachers should be assisted on how they can learn from their practice, as well as on how to use self-reflection and self-directed probing to comprehend and improve what they have learned. Teachers can reflect on what they learned by conducting school-based workshops on the topics they dealt with at the organised district workshops. Maistry (2008) argues that if CPTD activities are positioned inside a community of practice that is fully supported by access to quality resources and expert input from HEIs, they would have much potential for advancing the CPTD agenda in South Africa.

Everybody concurs with the notion that teachers need to develop themselves by interacting with other teachers by attending workshops, seminars and conferences to learn from the best. According to Schleicher (2012), the tradition of lesson study in Japan encourages collaborative learning where teachers toil in a self-controlled mode to expand the quality of the lessons they teach. According to Stacey in Steyn (2010), in concurrence with the later statement, individuals cannot learn in isolation since learning is, in essence, an activity of interdependent people. Just like in CPTD, teachers learn collaboratively with their peers where they are able to share standard practices so that they return to their schools as agents of change.

5.23 CONCLUSION

In this chapter, data were logically analysed through discussions and presented in a narrative form. Interviews were conducted using the voice recorder and transcribed verbatim and categorised into themes that were first analysed and discussed. From the study findings, it became evident that there are challenges in implementing CPTD in schools. Teachers show excellent enthusiasm of sharing what they learned from different workshops, by organising school-based workshops for those teachers who did not attend such workshops. The responses were logically presented according to the following four themes: new approaches, administrative barriers, institutional barriers and teachers' workload. The findings' presentation consisted of comprehensive deliberations from the analysed information. The data analysis revealed that well-coordinated and implemented CPTD activities in schools could help in alleviating teachers' workload. Additionally, the majority of them would be able to participate in lifelong learning so that their learners could achieve improved scholastic results. This is evident as through teachers who partake in CPTD activities, there is an excellent improvement in learners' academic achievements. The commendations based on the findings and conclusions are presented in Chapter 6.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter summarises the conclusions in relation to this study's research questions and whether the literature findings concur or not with such findings. The intention of this research stood to define the effects of Continuing Professional Teacher Development on teachers' workload in the Gauteng province. Importantly, the theory upon which the study is based articulates the theoretical perspectives relating to the research problem. Wenger's social learning theory proved to be relevant for continuing professional teacher development learning as a form of active and social mass participation. The literature on the effects of CPTD on teachers' workload in the Gauteng province and adult learning were vigorously reviewed and it became evident that those teachers with a lot of workload showed passivity when it comes to lifelong learning.

In Chapter 1, the research background and context of the research problem were presented. The researcher concentrated more on investigating the effects of CPTD on teachers' workload in the Gauteng province schools. The significance of the study was to find out ways and means of dealing with the new roles that form part of teachers' workload.

Chapter 2 provided a discussion on policy complementary subsystems and literature review. The policy framework focused on two complementary subsystems; namely, Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD) that were presented in the literature review. Wenger's Social Learning Theory advocated that learning organisations emphasise on developing the potential of all staff members through self-development and staff development. This call for Professional Development opportunities positioned within the setting of the teachers' practice so that they remain relevant to the teaching needs of the school's communities.

Chapter 3 covered the theoretical framework of the study as part of the literature review. The following learning theories; social learning theory, situated theory of

learning, the constructivist theory, self-directed learning theory, workplace learning theory, the grown-up learner and learning and adult learning principles were systematically discussed. The literature review was completed and documented in Chapter 2 and Chapter 3 respectively. This delivered the theoretical framework supporting this study.

Chapter 4 described the research design and methods used in the study, as well as providing clarifications as to why the chosen methods were appropriate for gathering the information needed to answer the questions emanating from the research problem.

Chapter 5 reported the experimental information outcomes, analysis and discussions of the study in detail.

Chapter 6's main purpose is to present a summary of the study findings, recommendations and conclusion, as well as the areas for further study. This chapter consists of a dialogue of the findings concerning what they mean for the research questions and whether the literature findings concur or not with such judgements.

In the first part, the following research objectives were identified:

- To determine the understanding of new approaches to Continuing Professional Development on the workload of teachers.
- To establish the administrative barriers that frustrate teachers' efforts to accept responsibility for improving not only their practice but also the shared practice of the profession.
- To determine institutional barriers that frustrate teachers' efforts to accept responsibility for improving not only their practice but the shared practice of the profession.
- To determine recommendations for the successful implementation of Continuing Professional Teacher Development on teachers' workload in the Gauteng province.

Below, the extent to which these objectives have been met is considered.

6.2 SUMMARY OF FINDINGS

6.2.1 Research question one: What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?

The general understanding of the new approaches by the principals to continuing professional development on the workload of teachers is that CPTD improves knowledge, skill values and attitude of teachers. Teachers have taken their position boldly by being originators of their Professional Development initiatives. Workshops, seminars, meetings and conferences are now the new approaches to CPTD activities as opposed to the only traditional in-service training initiated by the employer as a one-size-fits-all type of developing and empowering teachers. Their responses indicate several positive attributes of Professional Development. At the other side, newly appointed teachers in some schools are still grappling with the understanding of what CPTD is. Teachers are allowed to meet and discuss problematic areas or topics in their subjects through partnerships formed with other neighbouring schools.

In analysing the new CPTD approaches, one is of the idea that teachers are now able to initiate their training programmes in this new democratic South Africa. With different media, today, teachers can even read newspapers for their personal development on topics that cover their subjects. Members of SMT seem to understand the new approaches fully. For example, workshops, seminars, conferences are the improved and well-thought approaches to CPTD. These new approaches are viewed as the global way of developing and empowering teachers to become better and help in the improvement of learner achievement in their schools.

6.2.2 Research question two: What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice but also the shared practice of the profession?

From the participants, it emerged that due to a significant number of teachers in the schools who are computer illiterate, they struggle to integrate computers into their teaching and learning. With a lot of paperwork that teachers are ever engaged with,

some of them feel that they have been turned into administrators and reduced to mini teachers who cannot fully participate in CPTD activities. Shortages of classrooms and insufficient textbooks, lack of resources such as laptops and data projectors increase barriers encountered by the school communities. Some participants mentioned common barriers encountered in their schools as absenteeism by learners, poverty and learners from child-headed families. With all these barriers, the majority of teachers are still able to vigorously be lifelong learners for the benefit of schools, learners and the communities.

Some respondents mentioned that overcrowding of classes affects learner assessment negatively, and it is a barrier to teaching and learning. Teachers who have been in service for long, show a negative attitude towards participating in CPTD activities. The reason is too much workload. With dedication and commitment, the majority of teachers can participate in collaborative learning as a form of Professional Development.

6.2.3 Research question three: What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice but also the shared practice of the profession?

This study revealed that the school's budget constraints become a barrier to teachers. This causes teacher to be allocated more responsibilities that increase their workload that in turn, act as a barrier to their participation in CPTD activities. With the strides made in ICT where teachers need to intergrade computers in their teaching and learning, to some extent, it becomes a barrier to those teachers who are still computer illiterate. Fascinatingly, some of the SMT members also confirmed that in schools where overcrowding is the order of the day, teachers experience high absenteeism, ill-disciplined learners from ill-disciplined families and teenage pregnancy. As a result, poverty experienced by learners at their homes adds to socio-economic problems in the schools.

All these increases the workload teachers are battling with such that some of them are prohibited from becoming lifelong learners. As there are teachers who lead and guide learners in extramural activities, some teachers find it demanding to participate in Professional Development activities. Lack of resources in schools and under-

qualified teachers pose a huge institutional barrier that has negative effects to learner achievement. To some teachers, attending CPTD programmes is viewed as increasing one's workload and this on its own makes some teachers to be reluctant to become lifelong learners.

6.2.4 Research question four: How can Continuing Professional Teacher Development on teachers' workload in the Gauteng province be successfully effected?

In this study, it was revealed that it is the duty and responsibility of the SMT that when allocating workload to teachers, it must be done according to the prescripts. This should help to improve teaching and learning and the schools should experience improved learner achievement. With improved classroom management and lesson preparations, teachers' stress levels may decrease. Some SMT and SDT members made mention that conducting announced and unannounced class visits throughout the year helps to develop teachers internally by giving regular feedback after such constructive class visits.

Collaborative learning, as a form of professional development, was highlighted as one of the new approaches in effecting and trying to reduce teachers' workload so that they can participate in CPTD activities. They also do peer learning that seems to be helping a lot because teachers have realised the importance of working as a team and there was an indication that they prefer being team players.

Teachers are evaluated through IQMS and analysis of learners' results, through IQMS, SMT and SDT members can detect those poor-performing teachers and corrective procedures can be put in place to remedy the situation. In-house facilitation of developmental intervention programmes is conducted every fortnight. Having employed experienced, highly qualified and dedicated teachers who volunteer to take the lead in developing teachers in some schools, these teachers can be utilized as facilitators of training interventions. Schools are encouraged to form partnerships with other schools in facilitating Professional Development activities. Through this initiative, teachers from different schools can be able to meet and discuss subjects' problematic areas.

Some participants mentioned that if teachers can fully embrace CPTD as everybody's business, schools, learners and the communities would benefit. This is evident through teachers who have attended workshops, returning to their schools and organising school-based workshops to impart or cascade the knowledge gained from a particular workshop to those teachers who were not nominated to attend such workshops.

When teachers are architects of their training programmes, they assume full ownership of training needs that are to alleviate them from their heavy workload and they participate willingly in CPTD activities. When attending the Professional Learning Committee activities, teachers espouse information and become developed and empowered in integrating new teaching strategies. This makes their teaching and learning more effective. Through all these endeavours, teachers feel relieved of their workload and are able to contribute to the improvement of learner achievement in schools.

By upgrading, re-skilling and up-skilling teachers' qualifications, they become resources in schools and can contribute positively to the betterment of learners' scholastic achievements. In this stint of the 4IR, institutionally some participants declared that teachers need to be trained in the usage of computers so that they can integrate computers in their teaching and be agents of change.

6.3 RECOMMENDATIONS

6.3.1 Recommendations to practice

Although some work has been done on introducing teachers in different CPTD activities, I believe that not much is done to expose the majority of teachers in rural schools to the new approaches to CPTD, to help in improving teachers' performance. As a way of alleviating teachers' workload it is the duty and responsibility of the principals to allocate teachers subjects in which they specialised to teach and also motivate teachers to become lifelong learners throughout their teaching profession. During this study, a significant number of research parameters came to light but were outside the scope of this study.

Therefore, future researchers are referred to the following:

Due to the study's confinement to two primary and two secondary schools in Gauteng North District 1, it is suggested that the study be extended to other districts of the Gauteng Province to assess whether different findings may be reached regarding the effect that Continuing Professional Teacher Development has on teachers' workload in the Gauteng Province.

This study focused on rural schools in only one district. I recommend that a study be conducted to include both rural and urban schools of different phases in four districts.

Teachers' qualifications were not considered in the study. It will also be interesting for future researchers to find out what the highest qualification most school teachers possess. The scholastic achievements of learners who are taught by such highly qualified teachers should also be explored and compared. Those who are taught by underqualified teachers who have never participated in Professional Development activities could also be explored.

6.3.2 Recommendations to schools

Regular Professional Development interventions should be executed to create convictions that departmental policies and guidelines are fully implemented and are accommodative to all practicing teachers. The role of the SMT is clearly to guide, motivate and mentor newly employed and experienced teachers in participating in CPTD activities that develop and empower teachers in totality in order to alleviate them from too much workload.

Schools should come up with nomination strategies that will ensure that all teachers are justly nominated to participate in Professional Development programmes throughout their teaching years. SMT ought to also provide induction programmes for newly appointed teachers to orientate them into the school's culture as a whole.

6.3.3 Recommendations for the district

District officials should develop open policy on conducting training needs' analysis, and appoint credible service providers who are excellent in facilitating CPTD activities. An assessment of proficient improvement programmes should be

conducted after every training intervention has been facilitated in order to ensure that there is Return-On-Investment (ROI) and value for money.

District officials should encourage schools to form partnerships where teachers will collaboratively learn and share standard practices from their peers from other schools. Social learning is more about stimulating the potential of all staff members through self-development and staff development. Last but not least, Curriculum Implementers (CI) should take it upon themselves to continuously develop teachers in their different subjects and extend roles for the benefit of learners, schools and the communities.

6.4 LIMITATIONS OF THE STUDY

Theoretically and practically, this research sought to contribute towards existing research knowledge. However, some limitations are acknowledged. Limitations affect how the researcher can generalise the conclusions or how confident the researcher is about the conclusions. The study had a few significant limitations commonly seen in other studies.

Whereas the study accomplished addressing the research objectives and questions, it is also significant to acknowledge some of the limitations encountered. Firstly, not all schools in Gauteng partook in the study because of the vastness of the province. The study was, therefore, confined only to two primary and two secondary schools in Gauteng North District 1. A sample population of those principals, SMT, SDT members and limited teachers from those schools that accepted the researcher's request to conduct the study, participated in the interviews.

The duration of the study and the proximity of the schools contributed negatively to the limited size of this study's sample. The limitations of this study related to the fact that this was undertaken after school hours. The issue of time availability is an essential factor in research and can affect research findings positively or negatively. To carry out comprehensive research on the issue, funding, just like time, is equally essential in research. The researcher used personal resources to finance the research activities. Furthermore, the researcher had to conduct the research and still attend to his work as a civil servant.

It became evident from the literature review and research findings that the schools that employed underqualified teachers, learners' scholastic achievements were unpleasant. Such teachers are overburdened with too much work that inhibits them from participating as lifelong learners actively. Curriculum implementers should conduct roadshows to advocate for the benefit of participating in CPTD activities so that the majority of teachers in rural schools can be exposed to the new approaches to CPTD to help in improving teachers' performance.

6.5 DELIMITATIONS OF THE STUDY

I decided to exclude School Governing Bodies (SGB) because their scope of operation does not allow them to be involved with teaching learners in a class. Learners were also excluded because they are at school to be taught by teachers, so they would not be knowledgeable to respond in detail to the main research question.

6.6 FIELD OF FURTHER RESEARCH

It is necessary to indicate further research because a research study does not exist as an isolated piece of intellectual activity that is separated from other similar studies. Researchers such as Oliver indicates that which remains an intrinsic prospect for further improvement in each study that is carried out. To maximise the effectiveness of the constraints of Continuing Professional Teacher Development on teachers' workload in the Gauteng Province, the following are recommendations from this study:

This study was conducted only in Gauteng North District 1;

- It is recommended that the study be extended to other districts of Gauteng Province to assess whether different findings may be reached regarding the effects of Continuing Professional Teacher Development on teachers' workload in the Gauteng Province.
- It is recommended that a study be conducted on how to evaluate training interventions immediately after any Professional Development has been delivered for the sake of Return-On-Investment.

6.7 CONCLUSION

This concluding chapter has focused considerably on summarising the study and verifying whether this study has managed to achieve its objectives. The conclusions presented in this section are based on the significant findings of the qualitative phase of this study integrated with the literature review. From the beginning, Continuing Professional Teacher Development is widely acknowledged and supported by the majority of teachers. The introduction of the new approaches to CPTD made this concept a common issue for the participants.

Irrespective of administrative and institutional barriers, a majority of teachers embraced the concept by being active lifelong learners who wanted to be developed and empowered to contribute positively to the improvement of learners' scholastic results. By being lifelong learners, teachers become better so that they can compete globally with their peers. This study, hopefully, highlighted some strategies that can be used to engage teachers as originators of their learning events. For example, by conducting training needs' analysis where teachers exercise their democratic rights of choosing training interventions that will solve their workplace problem, teachers become originators of their learning.

To benefit teachers maximally, there should be a strong partnership between various institutions in the facilitation of CPTD activities. Principals, SMT, SDT members ought to motivate teachers to commit themselves to their own development and learning fully and to participate as active members in a community of practice as advocated by Wenger's Social Learning Theory. The 4IR inspires all practising individuals to acquire strong skills in Technology and its usage so that teachers can optimise the utilisation of digital resources in schools for the advancement of scholastic achievements. Wenger's social learning theory's implementation in a community of learning, has strengthened the notion that learners who are taught by teachers who participate in CPTD activities show an improved scholastic achievements. To avoid the tendency of adult learners feeling uncommitted to their learning, the adult learner should be fully involved throughout the whole process of Professional Development.

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APPENDIX A

Request permission from GDE

APPENDIX B

Request to school principals

APPENDIX C

Return slip of consent from principals to participate in the study

APPENDIX D

Example of focus group consent and confidentiality agreement

APPENDIX E

Return slip of consent for teachers to participate in the study

APPENDIX F

Return slip of consent for the School Management Team to participate in the study

APPENDIX G

Return slip of consent for the School Development Team to participate in the study

APPENDIX H

Face-to-face interview question schedule for the principals

APPENDIX I

Face-to-face interview question schedule for the teachers

APPENDIX J

Example of interview questions scheduled for focus group

APPENDIX K

Editing declaration



GAUTENG PROVINCE

Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	14 February 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2018/402
Name of Researcher:	Mookwa B.C
Address of Researcher:	25 M Lloyd Street Danville X10 Pretoria west, 0183
Telephone Number:	012 312 6336 / 082 953 8008
Email address:	7751141@mylife.unisa.ac.za
Research Topic:	The effects of continuing professional teacher development of teacher's workload in the Gauteng province
Type of qualification	PhD
Number and type of schools:	Two Primary and Two Secondary Schools
Districts/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:


14 Feb 2019
Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter/document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and district/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parents' consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director, Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to encapsulating the findings of your research study.

Kind regards



Mr Gurnani Muketuni

Acting CES: Education Research and Knowledge Management

DATE: 10/05/2017

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/07/24

Ref: 2019/07/24/7751141/16/MC

Name: Mr BC Moekwa

Student No.: 7751141

Dear Mr Moekwa

Decision: Ethics Approval From
2019/07/24 to 2024/07/24

Researcher(s): Name: Mr BC Moekwa
E-mail address: 7751141@mylife.unisa.ac.za
Telephone: +27 82 953 8008

Supervisor(s): Name: Prof VT Zengele
E-mail address: tzengele@unisa.ac.za
Telephone: +27 84 602 8634

Title of research:

The effects of continuing professional teacher development on teachers' workload in the Gauteng Province.

Qualification: PhD In Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/07/24 to 2024/07/24.

The low risk application was reviewed by the Ethics Review Committee on 2019/07/24 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/07/24**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

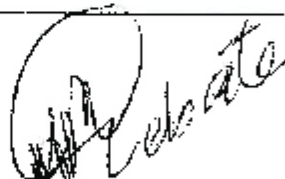
Note:

The reference number **2019/07/24/7751141/16/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

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EMAIL: 7751141@mylife.unisa.ac.za

0183

25 AUGUST 2019

APPENDIX B: LETTER OF REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG PROVINCE

The Principal

Dear Principal

My name is Buti Christopher Moekwa and I conducting this research under the supervision of Professor VT Zengele, the professor in the Department of Educational Leadership and Management. I am a registered PhD student at the University of South Africa (Unisa). I am residing at Danville X10 Pretoria West and I am employed as Deputy Director at the Department of Higher Education and Training (DHET).

I am requesting schools in your district to participate in a study entitled "The effects of Continuing Professional Teacher Development on teachers' workloads in the Gauteng province". To determine the effects of Continuing Professional Teacher Development on teachers' workloads in the Gauteng province.

The study will entail semi-structured interviews with four principals, four teachers, four SMT and four SDT from four purposefully sampled schools. Interviews will be conducted after school hours so as to not disturb teaching times.

The benefit of this study include empowering research participants with more knowledge about the implementation and participation in Continuing Professional Teacher Development in schools.

There are no potential risks associated with study.

Feedback procedure will entail providing the district with one hard copy and electronic copy of my findings.

For more information to help you in taking an informed decision about participation, please contact me at **082 953 8008** or by email at 7751141@mylife.unisa.ac.za. My supervisor Professor Zengele V. T. can be contacted at 012 429 4889 or by email at tzengele@unisa.ac.za

Yours sincerely

Moekwa B. C.

Unisa Student Researcher

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

DANVILLE X10

EMAIL: 7751141@mylife.unisa.ac.za

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25 AUGUST 2019

**APPENDIX C: RETURN SLIP OF CONSENT FOR PRINCIPALS TO PARTICIPATE
IN THE STUDY**

**RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG
PROVINCE**

I _____ (participant's name), confirm that the researcher has informed me about the nature, potential benefits, procedure and anticipated inconvenience of participation. I was given sufficient opportunity to ask questions and I am prepared to participate in this study.

My understanding is that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that research findings will be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I don't have an objection of recording face-to-face semi-structured interview as I have received a signed copy of the informed consent agreement.

_____ (participant's name & surname in print)

Participant's signature

Date

BUTI CHRISTOPHER MOEKWA

(Researcher's names & surname)

Researcher's signature

Date

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

DANVILLE X10

EMAIL: 7751141@mylife.unisa.ac.za

0183

25 AUGUST 2019

**APPENDIX D: EXAMPLE OF FOCUS GROUP CONSENT/ASSENT AND
CONFIDENTIALITY AGREEMENT**

**RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG
PROVINCE**

I _____ grant consent/assent that the information I share during the focus group may be used by Moekwa Buti Christopher for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant's Signature: _____

Researcher's Name (Please print): MOEKWA BUTI CHRISTOPHER

Researcher's Signature: _____

Date: _____

If you are an adult who gives permission you consent then delete assent

If you are a learner who gives permission you assent and then delete consent

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

DANVILLE X10

EMAIL: 7751141@mylife.unisa.ac.za

0183

25 AUGUST 2019

**APPENDIX E: RETURN SLIP OF CONSENT FOR TEACHERS TO PARTICIPATE
IN THE STUDY**

**RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG
PROVINCE**

I _____ (participant's name), confirm that the researcher has informed me about the nature, potential benefits, procedure and anticipated inconvenience of participation. I was given sufficient opportunity to ask questions and I am prepared to participate in this study.

My understanding is that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that research findings will be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I don't have an objection of recording face-to-face semi-structured interview as I have received a signed copy of the informed consent agreement.

_____ (participant's name & surname in print)

Participant's signature

Date

BUTI CHRISTOPHER MOEKWA

(Researcher's names & surname)

Researcher's signature

Date

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

DANVILLE X10

EMAIL: 7751141@mylife.unisa.ac.za

0183

25 AUGUST 2019

APPENDIX F: RETURN SLIP OF CONSENT FOR SCHOOL MANAGEMENT TEAM TO PARTICIPATE IN THE STUDY

RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG PROVINCE

I _____ (participant's name), confirm that the researcher has informed me about the nature, potential benefits, procedure and anticipated inconvenience of participation. I was given sufficient opportunity to ask questions and I am prepared to participate in this study.

My understanding is that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that research findings will be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I don't have an objection of recording face-to-face semi-structured interview as I have received a signed copy of the informed consent agreement.

_____ (participant's name & surname in print)

Participant's signature

Date

BUTI CHRISTOPHER MOEKWA

(Researcher's names & surname)

Researcher's signature

Date

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

DANVILLE X10

EMAIL: 7751141@mylife.unisa.ac.za

0183

25 AUGUST 2019

**APPENDIX G: RETURN SLIP OF CONSENT FOR SCHOOL DEVELOPMENT
TEAM TO PARTICIPATE IN THE STUDY**

**RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG
PROVINCE**

I _____ (participant's name), confirm that the researcher has informed me about the nature, potential benefits, procedure and anticipated inconvenience of participation. I was given sufficient opportunity to ask questions and I am prepared to participate in this study.

My understanding is that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that research findings will be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I don't have an objection of recording face-to-face semi-structured interview as I have received a signed copy of the informed consent agreement.

_____ (participant's name & surname in print)

Participant's signature

Date

BUTI CHRISTOPHER MOEKWA

(Researcher's names & surname)

Researcher's signature

Date

ENQUIRIES: MOEKWA BC

25 M LLOYD STREET

MOBILE NO: 082 953 8008

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EMAIL: 7751141@mylife.unisa.ac.za

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25 AUGUST 2019

APPENDIX H: INTERVIEW QUESTIONS SCHEDULED FOR PRINCIPALS

RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG PROVINCE.

OPENING THE INTERVIEW

My name is Buti Christopher Moekwa and I conducting this research under the supervision of Professor VT Zengele, the professor in the Department of Educational Leadership and Management. I am a registered PhD student at the University of South Africa (Unisa). I am residing at Danville X10 Pretoria West and I am employed as Deputy Director at the Department of Higher Education and Training (DHET). May you please introduce yourself.

I understand that you are the school principal. I therefore would like to pose questions which I have prepared in connection with what you do to encourage teachers to become lifelong learners.

I value your participation in this study as you will help educational planners and policy developers in taking an informed decision about the implementation of teacher development policy. Information that you will share, which the researcher will be converted into narrative research findings but not bearing your identity will be transferred to the education government employees in Human Resource Development (HRD) Unit throughout the entire country to make use of during the development of teacher development policies.

The interview will take 30-45 minutes of your precious time to complete and with your permission will be voice recorded. Data collected through this interview will remain anonymous and confidential.

A: The Principal

1. What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
2. What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
3. What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
4. How can Continuing Professional Teacher Development on teachers' workloads in the Gauteng province be successfully effected?

CLOSING REMARKS FOR THE INTERVIEW

- I value your efforts and time you took in participating in this interview, do you have anything that you would like to bring to my attention that will be of help for this research study?
- My contact numbers that I have given you are for you to contact me in case you have any additional information you would like to provide.
- As soon as the data collected has been done and dusted, I will send it to you for ratification and the final document of this study will also be made available for you.
- The assurance I make to you is that the data you have provided during this interview will remain anonymous and confidential.

Kind Regards.

Moekwa B. C.

Unisa Student Researcher

ENQUIRIES: MOEKWA BC

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25 AUGUST 2019

APPENDIX I: INTERVIEW QUESTIONS SCHEDULED FOR TEACHERS

**RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG
PROVINCE**

OPENING THE INTERVIEW

My name is Buti Christopher Moekwa and I conducting this research under the supervision of Professor VT Zengele, the professor in the Department of Educational Leadership and Management. I am a registered PhD student at the University of South Africa (Unisa). I am residing at Danville X10 Pretoria West and I am employed as Deputy Director at the Department of Higher Education and Training (DHET). May you please introduce yourself.

I understand that you are members of the teaching staff at this school. I therefore would like to pose questions which I have prepared in connection with what you do to encourage other teachers to become lifelong learners.

I value your participation in this study as you will help educational planners and policy developers in taking an informed decision about the implementation of teacher development policy. Information that you will share, which the researcher will convert into narrative research findings but not bearing your identity will be transferred to the education government employees in Human Resource Development (HRD) Unit throughout the entire country to make us of during the development of teacher development policies.

The interview will take 30-45 minutes of your precious time to complete and with your permission will be voice recorded. Data collected through this interview will remain anonymous and confidential.

1. What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
2. What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
3. What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
4. How can Continuing Professional Teacher Development on teachers' workloads in the Gauteng province be successfully effected?

CLOSING REMARKS FOR THE INTERVIEW

- I value your efforts and time you took in participating in this interview, do you have anything that you would like to bring to my attention that will be of help for this research study?
- My contact numbers that I have given you are for you to contact me in case you have any additional information you would like to provide.
- As soon as the data collected has been done and dusted, I will send it to you for ratification and the final document of this study will also be made available for you.
- The assurance I make to you is that the data you have provided during this interview will remain anonymous and confidential.

Kind Regards.

Moekwa B. C.

Unisa Student Researcher

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APPENDIX J: INTERVIEW QUESTIONS SCHEDULED FOR SMT

RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG PROVINCE.

OPENING THE INTERVIEW

My name is Buti Christopher Moekwa and I conducting this research under the supervision of Professor VT Zengele, the professor in the Department of Educational Leadership and Management. I am a registered PhD student at the University of South Africa (Unisa). I am residing at Danville X10 Pretoria West and I am employed as Deputy Director at the Department of Higher Education and Training (DHET). May you please introduce yourself.

I understand that you are members of the School Management Team. I therefore would like to pose questions which I have prepared in connection with what you do to encourage teachers to become lifelong learners.

I value your participation in this study as you will help educational planners and policy developers in taking an informed decision about the implementation of teacher development policy. Information that you will share, which the researcher will be converted into narrative research findings but not bearing your identity will be transferred to the education government employees in Human Resource Development (HRD) Unit throughout the entire country to make use of during the development of teacher development policies.

The interview will take 30-45 minutes of your precious time to complete and with your permission will be voice recorded. Data collected through this interview will remain anonymous and confidential.

1. What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
2. What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
3. What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
4. How can Continuing Professional Teacher Development on teachers' workloads in the Gauteng province be successfully effected?

CLOSING REMARKS FOR THE INTERVIEW

- I value your efforts and time you took in participating in this interview, do you have anything that you would like to bring to my attention that will be of help for this research study?
- My contact numbers that I have given you are for you to contact me in case you have any additional information you would like to provide.
- As soon as the data collected has been done and dusted, I will send it to you for ratification and the final document of this study will also be made available for you.
- The assurance I make to you is that the data you have provided during this interview will remain anonymous and confidential.

Kind Regards.

Moekwa B. C.

Unisa Student Researcher

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25 AUGUST 2019

APPENDIX K: INTERVIEW QUESTIONS SCHEDULED FOR SDT

RESEARCH TITLE: THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOADS IN THE GAUTENG PROVINCE.

OPENING THE INTERVIEW

My name is Buti Christopher Moekwa and I conducting this research under the supervision of Professor VT Zengele, the professor in the Department of Educational Leadership and Management. I am a registered PhD student at the University of South Africa (Unisa). I am residing at Danville X10 Pretoria West and I am employed as Deputy Director at the Department of Higher Education and Training (DHET). May you please introduce yourself.

I understand that you are members of the School Management Team. I therefore would like to pose questions which I have prepared in connection with what you do to encourage teachers to become lifelong learners.

I value your participation in this study as you will help educational planners and policy developers in taking an informed decision about the implementation of teacher development policy. Information that you will share, which the researcher will be converted into narrative research findings but not bearing your identity will be transferred to the education government employees in Human Resource Development (HRD) Unit throughout the entire country to make use of during the development of teacher development policies.

The interview will take 30-45 minutes of your precious time to complete and with your permission will be voice recorded. Data collected through this interview will remain anonymous and confidential.

1. What is your understanding of the new approaches to Continuing Professional Development on the workload of teachers?
2. What administrative barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
3. What institutional barriers frustrate teachers' efforts to accept responsibility for improving not only their practice, but the shared practice of the profession?
4. How can Continuing Professional Teacher Development on teachers' workloads in the Gauteng province be successfully effected?

CLOSING REMARKS FOR THE INTERVIEW

The same sub-questions will be used as interviewing questions for all categories of participants

- I value your efforts and time you took in participating in this interview, do you have anything that you would like to bring to my attention that will be of help for this research study?
- My contact numbers that I have given you are for you to contact me in case you have any additional information you would like to provide.
- As soon as the data collected has been done and dusted, I will send it to you for ratification and the final document of this study will also be made available for you.
- The assurance I make to you is that the data you have provided during this interview will remain anonymous and confidential.

Kind Regards.

Moekwa B. C.

Unisa Student Researcher

23 February 2020

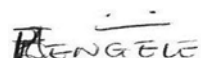
DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Doctor of Philosophy in Education Thesis entitled: **THE EFFECTS OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ON TEACHERS' WORKLOAD IN THE GAUTENG PROVINCE** by Mr BC Moekwa.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,



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